

**UNIVERSITY OF EDUCATION, WINNEBA**

**Parental involvement in their wards' Education and it's influence on their  
Academic performance in Senior High Schools in the Atwima Nwabiagya  
District**



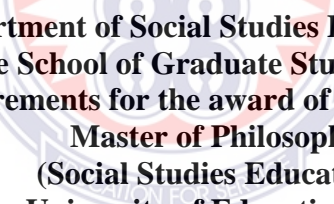
**2023**

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**PARENTAL INVOLVEMENT IN THEIR WARDS' EDUCATION AND ITS  
INFLUENCE ON THEIR ACADEMIC PERFORMANCE IN SENIOR HIGH  
SCHOOLS IN THE ATWIMA NWABIAGYA DISTRICT**

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**202123748**

The logo of the University of Education, Winneba, is a circular emblem. It features a central lamp with a flame, set against a background of a sunburst or starburst pattern. The emblem is surrounded by a border containing text, though the text is not clearly legible in this image.

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

**JANUARY, 2023**

## DECLARATION

### Student's Declaration

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

Signature.....

Date: .....



### SUPERVISOR'S DECLARATION

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

DR ALFRED KURANCHIE (Supervisor)

Signature: .....

Date: .....

## **DEDICATION**

I dedicate this work to my wonderful family in entirety for their support, care and motivation especially my mother Mrs. Comfort Anane Dapaah.



## ACKNOWLEDGEMENTS

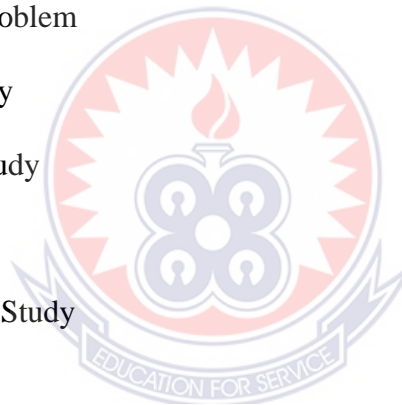
I am highly grateful to the Almighty God for His support, protection and care for all these years. I would like to express my heartfelt appreciation to my supervisor, Dr Alfred Kuranchie for his guidance, encouragement, patience and support, which propelled me to come out successful with this study. I am grateful to Dr Ignatius Obeng, Dr Seth P. Frimpong and all other lecturers in the Department of Social Studies of the University of Education, Winneba for their role in building my academic life.

My sincere gratitude also goes to all the research participants who willingly and freely contributed to the success of this study in diverse way. May God bless you all.



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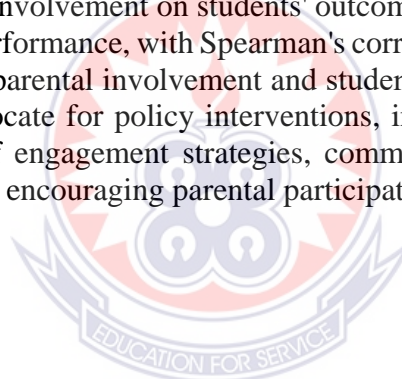
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## ABSTRACT

This study investigated the impact of parental involvement in their wards' education and its influence on their' academic performance in the Atwima Nwabiagya District, employing a quantitative research approach rooted in a positivist philosophy. Utilizing a Causal-Comparative design, the research focuses on two public senior high schools, selecting a sample of 200 parents through stratified and purposive sampling. Data collection instruments include questionnaires assessing parental involvement, school engagement, and barriers, along with document analysis of students' test scores. Key findings, aligned with the study's objectives, reveal varying levels of parental engagement in the district. While parents demonstrate strengths in encouraging goal-setting, notable gaps exist in providing educational resources and participating in school-related discussions. The overall assessment indicates a moderate level of parental involvement, emphasizing the need for targeted strategies to enhance participation. The study further explores school engagement practices, with parents perceiving engagement as "Limited Usage." Positive aspects include satisfactory participation in school events, yet challenges arise in decision-making processes and initiatives for a positive learning environment. Factors hindering parental involvement encompass work-related commitments, language barriers, and financial constraints, highlighting the need for multifaceted strategies to address these challenges. Examining the effects of parental involvement on students' outcomes reveals a significant positive impact on academic performance, with Spearman's correlation analysis revealing robust relationships between parental involvement and students' academic performance. Key recommendations advocate for policy interventions, including awareness campaigns, regular assessments of engagement strategies, community-based support initiatives, and prioritized policies encouraging parental participation.



## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

Parental influences have been identified as important factors affecting students' achievement. The behaviour may be viewed in dimensions such as acceptance, affection, control, warmth, permissiveness, restrictiveness and demanding. Typically, warmth and control are thought to be the most influence of the development of their offsprings or children (Pandey, & Thapa, 2017). Many researchers agree that parental influence in education improves academic performance, reduces dropout rates, decreases delinquency and motivates students towards their school work (Amponsah et al., 2018; Vijaya, 2016). In agreement with the above authors, van Deventer and Kruger (2009) confirm that parental influence has a significant effect on the quality of the learners' experience of teaching and learning in the school and in their academic results. Therefore, students perform better in school based on a range of social and academic indicators when schools reach out to families and communities (Glanz, 2006).

According to Linus (2015), academic performance involves factors such as the intellectual level, personality, motivation, skills, interests, study habits, self-esteem or the teacher-student relationship. These factors can be fully achieved in the pupil's life when there is cooperation between the positive life at home and in school. The family is the first unit in the socialization process of the child. Therefore, its influence on the child, specifically, parental socio-economic and educational background cannot be over emphasized. The family is of great importance and very significant to the development of a child.

Adewumi et al. (2012) suggested that childhood could be likened to a letter stamped in the bawl of a young tree which grows, and later enlarges into an integral part of the whole. Rightful beginning makes the most important part of every child's upbringing or education. The contribution of the parents to the training of the pupil determines how successful he or she will be in life. The family is an institution as well as an agent of socialization responsible for determining the pupil's attitude towards intellectual, religious, character and moral upbringing. Aliyu (2016) opines that, the family lays the fundamental of moral and religious upbringing of the child, and in a way dictates how he relates with others regarding the idea of right and wrong, good and bad. In the same vein, Mpiluka (2014) expressed that family background has been of great significance in ascertaining the academic performance of a child in schools all over the world.

According to Ani and Osuji (2022), the school curricula give the student the opportunity to acquire sustainable knowledge, skills, values, and positive attitudes for the formation of the heart and the transformation of the society. The curricula form the basis of the student's holistic formation and school experience. When these curricula correlate positively with the family background of the student, it is presumed that there would be enhancement in the student's academic performance (Ani & Osuji, 2022). Academic performance includes three processes: the ability to study and remember facts, being able to show how facts fit together and form larger patterns of knowledge and being able to think for oneself in relation to facts and thirdly being able to communicate knowledge verbally or on paper. The acquisition of particular grades on examinations indicates the student's ability, mastery of content and skills in applying learned knowledge to particular situations. Students' success is generally judged by examination performance (Pandey, & Thapa, 2017).

Many studies done in the western world agree that parental influence is the direct tutoring that somehow shapes or molds the child's attitudes, opinion or actions. Maccoby (2000), for example, agreed that, parents' influence their children's values like religious values, and issues related to their future, like educational choices. The stronger your relationship with your child, the more influence you will have, because your child will be more likely to seek your guidance and value your opinion and support. The influence of parents is one factor that has been consistently related to a child's increased academic performance (Hill & Craft, 2003; Sekiwu & Kaggwa, 2019). While this relation between influence of parents and a child's academic performance is well established, studies are yet to examine how influence of parent's increases a child's academic performance.

Lareau (2012) contends that education plays a pivotal role in shaping parents' knowledge, beliefs, values, and aspirations regarding child rearing, thereby significantly influencing their behaviors related to their children's academic performance. Consequently, students whose parents possess higher levels of education may exhibit a heightened appreciation for learning, more positive self-perceptions, a stronger commitment to work, and a propensity to employ more effective learning strategies compared to children whose parents have lower educational backgrounds. Lareau (2012) suggests that parents' attainment of advanced education may provide access to valuable resources, including income, time, energy, and community connections, which, in turn, empower parents to exert a more substantial influence on their child's educational journey. This implies that the level of parents' own education has a positive impact on the children's academic performance at school. On the contrary, children whose parents have high education levels, in most cases, usually attend better, well-endowed schools with adequate teaching and learning resources,

better teachers and are given individualized instruction, hence performing better (Davis-Kean et al., 2019).

Consequently, in Africa, a recent study done in Nigeria has shown that parents influence students' academic performance to a very high extent. Based on the findings, it was recommended that the school management and teachers should help to sensitize the parents on the importance of the family on the pupils' holistic formation especially their academic performance (Ani & Osuji, 2022). Adewumi et al. (2012) also concluded in their study that when parents come to school regularly to know the well-being of their children, it reinforces the view in the child's mind that school and home are connected and that school is an integral part of the whole family's life. A study done by Mji and Mbinda (2005) showed that with regard to the content of what children learn, many fall short because in general they do not possess the necessary education and therefore find it difficult to determine and understand what was done at school.

In a study conducted by Antoine (2015), it was observed that there is a noticeable decrease in parental engagement as students' progress to higher grade levels. This shift in parental involvement can be attributed to several factors, including the growing independence of children as they get older, challenges in parental time management, and how parents perceive the maturity levels of their children. Lemmer (2012) observed that the parental role in schools seems to be limited to certain tasks. Meanwhile Green, Walker, Hoover-Dempsey and Sandler (2007) observed that an effective parental role in student education improves a student's self-efficiency for learning, the perceptions of personal control over schoolwork, and self-regulatory skills and knowledge. The decline in the academic achievement of students at all levels of the education system has been dominating educational research for decades. Stakeholders in education like



the policy makers, administrators, teachers and parents have been relentlessly grappling with the problem of low academic achievement among certain groups of students and the accompanying academic achievement gap for decades (Blandin, 2016; Caro, 2009; Flowers & Flowers, 2008). In Ghana, there has been a lot of public concern with regard to poor academic performance of students across all levels of educational ladder, more especially the second cycle schools (Diaz, 2003; Nyarko 2011). This is regardless of the heavy expenditures that governments over the years made annually, and the policy initiatives meant to improve the situation in the education sector.

The question many stakeholders ask is “why the poor academic achievement of students who are taught by trained teachers”? One of the major setbacks in the life of school children is the inability of their parents to play their major role of providing the resources and needs for total development of their children. According to the Parent Association and School Management Committee Handbook published by the Ghana Education Service (2001) provision of children’s educational needs by parents help in the following diverse ways: *1. It helps pupils to read and write; 2. It encourages pupils to come to school regularly; 3. It makes learning interesting and easier; 4. It improves teaching and learning outcomes; 5. It enhances pupils’ retention rate; 6. It makes pupils happy and confident in school.*

School teachers expect parents to engage in scheduled non-professional roles at school. Roles such as working on a volunteer basis, performing non-professional duties, maintaining the school building, fencing the school, attending parent-teacher meetings or conferences, and paying school fees or voluntary contributions during school fundraising events (Lemmer, 2012; Mncube, 2009). A number of researches have revealed that one of the major problems facing Ghana’s education system is that there

are a growing number of children who experience difficulties in learning at the basic school levels. Such children are at risk of dropping out of school before the completion of basic 6 and JSS (Kuyini & Abosi, 2011).

In Ghana, a study done by Amponsah et al. (2018) showed that parental role is significantly related to students' academic performance. Their study has underscored the strong positive bond between homes and schools in the development and education of children. This was in line with a study done by Giallo et al. (2010) which concluded that parental role such as parenting style, stable and secure environment, intellectual stimulation, parent-child discussion, contact with school as well as participation in school activities have a strong and positive relationship with the child's level of academic performance; thus, the more the parental involvement, the higher the academic achievements. However, there has been public outcry, most often, about poor academic performance of students especially in their final examinations in public schools throughout the country with just a hand full of these students excelling. The question many people tend to usually ask is, why the abysmal performance of most students? The fact is that factors responsible for the abysmal performance of students can be multi-faceted.

Significantly, there are a few students who seem to be doing extremely well in second cycle schools across the country, of which the Senior High Schools in the Atwima Nwabiagya District of the Ashanti Region of Ghana are no exception. The high academic achievement of some students in the Atwima Nwabiagya District can be attributed to many factors including the role of parental influence.

## 1.2 Statement of the Problem

Parental influence is a very vital and crucial element in any child's development, be it educational, spiritual, moral, religious, physical and psychological. The quantification of the value of parental influence on their wards/children's academic performance at any level of education cannot be underestimated (McDowall & Schaughency, 2017; Mncube, 2010). The lack of concern by parents in the running and management of schools is worrisome. As a result, parents' impact on nurturing their wards towards academic achievement is minimal.

At the Atwima Nwabiagya District where this study was carried out, the researcher observed that, the WASSCE results of the Senior High Schools continue to dwindle. For example, the overall percentage performance of Nkawie Secondary Technical was 43% in 2018, 68% in 2019, and 77% in 2020. However, in 2021, performance decreased to 43%. The researcher also observed that, in the Atwima Nwabiagya District, it is a common sight seeing students selling on market days without going to school and many parents failing to provide their wards with their basic needs and attending Parent Association meetings. There are also students fending for themselves and students' progress in school not being monitored by their parents, among others. All these situations usually contribute to irregularity of students in school. Meanwhile, the District has as its mission, "to provide good quality education for every child of school-going age at the pre-tertiary level through efficient management of resources and in collaboration with all stakeholders to ensure their retention in schools so as to provide the nation with the requisite human resources for economic and social growth" (Atwima Nwabiagya District Assembly, 2014, p. 14). Significant research has been conducted on related components such as the influence of parental involvement on students'

academic success (Caro, 2009; Flowers & Flowers, 2008; Blandin, 2016). Other studies have looked at the involvement of parents in their children's education (Lemmer, 2012; Mncube, 2009), while others have looked at the elements that influence students' academic achievement (Kwesiga, 2002; Considine & Zappala 2002). However, a few studies (Kwesiga, 2002; Kuyini & Abosi, 2011; Amponsah et al, 2018) have been conducted in Ghana with no known study conducted on the topic in the study area. The importance of parents in their children's schooling activities cannot be overstated in any of these studies. These researches demonstrated more broad methods to school engagement and family involvement obstacles. Others had some parental participation roles that were more contextual in nature. But no known study had been done in the study area using the two SHS, Toase SHS and Nkawie Secondary Technical.

### **1.3 Purpose of the study**

The primary purpose of this study was to investigate parental involvement in their wards' education and its influence on their academic performance in Senior High Schools in the Atwima Nwabiagya District.

### **1.4 Objective of the Study**

The study was guided by the following objectives:

1. To assess the extent of parental involvement in their ward's education.
2. To examine the extent to which schools engage parents in their wards' education.
3. Identify the factors that hinder parental involvement in their wards education.
4. Examine the effects of parental involvement on students' educational outcomes and academic performance.

### **1.5 Research questions**

The study was guided by the following research questions:

1. To what extent are parents involved in their wards' education?
2. To what extent do schools engage parents in their wards' education?
3. What factors hinder parental involvement in their wards' education?
4. What are the effects of parental involvement on students' educational outcomes and academic performance?

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

This study shall afford useful information for teachers, parents, head teachers, Board of Directors and Ministry of Education. In the same breath, parents would be informed of how to provide or generate an intellectually stimulating home environment, leading to improved academic success. It would further mediate the child-rearing or general upbringing of the children by advocating for closer follow up and monitoring of the children's academic and social pursuits, modeling the children into not only responsible adults but also successful and independent adults after excelling in their academic work.

Parents whose wards are doing well shall be encouraged to sustain their role in their wards' education. The study would also create an enhanced awareness about what parents of high achieving students do thereby helping increase parental influence in the educational process. The findings would therefore be a source of reference for educating parents on parental influence in the educational process of their children in SHS in order to promote high academic achievement of students in second cycle schools in Ghana.

Besides, policy makers and implementers such as the government, Ghana Education Service (GES) and heads of second cycle institutions would not be left out in benefiting from this study. These categories of people would benefit from the study by devising means to bring parents on board in decision making and implementation based on the findings hence making parents active participants in the educational process of their wards. Results of the study will be utilized by education stakeholders on how to use parents' influence level to maximize on students' learning hence enhanced academic performance. Finally, the conclusion reached in this study will institute further research in the area of home factors affecting the academic performance of the children.

### **1.7 Delimitation**

This study is delimited to Senior High Schools within Atwima Nwabiagya District. It is also delimited to parental involvement in their wards'/ students' academic performance in school. Participants of the study were also limited to parents and students rather than other relevant stakeholders of education in the district.

### **1.8 Organisation of the Study**

The study was organized under five (5) main chapters. Chapter One which is the introductory chapter comprises background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study as well as the delimitation of the study. Chapter Two was divided into two main parts. The first section consists of the theoretical and conceptual frameworks that underpinned the study. The second part deals with the review of relevant literature to the study. Chapter Three concentrates on the methodology employed in the study. It encompasses the philosophical underpinnings, research approach, research design, study setting, population of the study, sample and sampling technique, data collection,

instrument of data collection procedure, reliability and validity, data analysis, positionality and ethical consideration. Chapter Four discusses and analyse the data collected and presents findings that emanated from the study. Chapter Five deals with the summary, conclusions and recommendations for the study. It also captures the limitations of the study and areas for further studies.

### **1.8 Operational Definition of Terms**

**Student:** Someone under the close supervision of a teacher, either because of youth or of specialization in some branch of study. This term was used interchangeably with the term “Children” and “ward” in the study.

**Parent.** An individual who is considered a primary caregiver of the child, for instance biological mother or father, adoptive mother or father, foster mother or father, grandmother or grandfather, aunt, uncle, or any other legal guardian of the child.

**Parenting.** Parenting refers to the complexities of bringing up a child and is not limited to a biological connection. The father or mother, or both, of the child's biological parents, is the most prevalent caregiver in parenting.

**Academic Performance:** Performance is the application of a learning product that results in mastery at the end of the process, the extent at which a student has attained the short or long-term educational goals. Exam performance is commonly used to assess a student's success.

**Academic achievement.** Academic achievement refers to performance outcomes that indicate how far a person has progressed toward clear objectives that have been the target of activities in educational environments, such as in the Senior High School or

university. Academic achievement is influenced by both the school and home learning environments.

**Parental involvement:** The investment of the parents in the education of their child.

**Nature of involvement:** The function assumed to be played by parents in the educational activities of their children

**Stakeholders in Education.** They are the people who are directly or indirectly affected by the success of a school system. Government officials, school board members, administrators, parents, students and teachers are all included.

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

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Chapter Three concentrates on the methodology employed in the study. It encompasses the philosophical underpinnings, research approach, research design, study setting, population of the study, sample and sampling technique, data collection, instrument of data collection procedure, reliability and validity, data analysis, positionality and ethical consideration. Chapter Four discusses and analyses the data collected and presents findings that emanated from the study. Chapter Five deals with the summary,



conclusions and recommendations for the study. It also captures the limitations of the study and areas for further studies.



## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

This chapter of the study reviewed relevant literature regarding the topic under study. Scholarly works, research journals, books and other authorities have been consulted to unearth relevant information about influence of parents on the academic performance of their wards (Students). The review first covered theoretical framework that underpin the study. Epstein's parental involvement theory and Behaviorism learning theory are discussed, followed by review of key themes raised in the research questions:

Theoretical framework: Theory of Overlapping Spheres of Influence and Behaviourism learning theory.

Concept of Academic Performance

Concept of Parental Involvement

Types of parental involvement

Divisions of parental involvement

Parental Involvement Models

The Home-School Relationship in Promoting Student Academic Achievement

The relationship between Parental Involvement and Student Academic achievement

The effects of Parental Involvement on Academic Performance

The role of Parents in enhancing their Children's Academic Success

factors that Influence Parental Involvement

Conceptual Framework: Epstein's (1992, 1995) typology



## **2.1 Epstein's Theory of Overlapping Spheres of Influence**

The theoretical framework for the study is provided by Epstein's (1995) framework of parental involvement. According to this theory, the three primary environments in which learners learn and grow are the home, the school, and the community (Epstein et al., 2002). The external model recognizes that these key settings may be brought together or pushed away, and that they perform certain practices individually and some jointly to impact children's learning and development. Families affect their child's academic commitment and vocational ambitions, as well as being their children's first instructors (Rosenberg & Lopez, 2010). According to Epstein, learners are at the heart of the model since they are the most important aspect in their growth both in terms of their school and educational achievement. The mix of activities carried out by all three sectors of the partnership has an impact on the student's achievement through advice, motivation, and involvement. The student, in turn, is an important element in the achievement of the home, school, and community collaboration. For example, the student is the primary source of information for parents regarding school. The school needs to play a key role in commencing the process of integrating parents directly in their children's learning and development. School administrators and teachers may help to promote effective parenting by valuing and encouraging the characteristics and abilities that parents need to perform their duties.

A set of properly planned means of school-to-home and home-to-school communications on school programmes and student development must be built to support such a scheme. The school offers families with information and suggestions on how to assist students with assignments as well as other educational activities, decisions, and preparation at home.

It may also incorporate parents in its decision-making process and train parent leaders. Moreover, the school may discover and incorporate community resources and services to improve school programming, family practices and student growth and learning.

Furthermore, family and community participation in schools may boost children's academic success, assure improved school enrollment, and improve school activities and excellence (Epstein, 2018). Epstein's (2001) research emphasised the following points: 1) Families are concerned about their children's achievement; nonetheless, most parents seek additional information from schools in order to participate actively in their children's education. 2) At home, school, and in the community, learning occurs more than academic ability; 3) peer group, family members, and the organisation of events in learning environments either positively or adversely influence students; and 4) community-based programmes supporting schools and families may effectively increase students' chances of success.

Epstein (2006) distinguished six categories of engagement that function in tandem with the Concept of Intertwining Sphere of Influence. These kinds of involvement are as follows: Parenting activities show how schools help families recognize student interests and needs as well as how schools help families accomplish their parenting obligations at every grade level to affect child development and growth (Epstein et al., 2009). Communicating activities promote two-way communication from home to schools and from school to home, fostering collaboration and comprehension between schools and families. It is critical for school workers to develop clear interactions with families that do not speak English at home (Epstein et al., 2009). Volunteering programmes promote parents and people of the community to give their time and abilities to benefit schools, instructors, and students.

Learning at home activities support parents in assisting their children with homework, improving reading abilities, selecting courses and school programmes, planning higher education, and taking advantage of additional learning possibilities (Epstein et al., 2009). Decision-making initiatives empower parents to participate in decisions concerning school programmes, projects, and their children's future educational plans. It educates all families about school regulations and allows them to help their school and pupils (Epstein et al., 2009). Participating in community activities promotes collaboration among schools, families, organisations, community organizations, and agencies.

The framework helps educators to create effective programmes that bring together the school, family, and community in a good way. The essential approach to educating students and assisting families is to use the framework as a guide (Epstein et al., 2009). Well-designed programmes help children achieve more by bridging the gap between home, school, and community, as well as creating a sustainable school culture and a pleasant school climate (Epstein, 2001; Tezci, 2011). The advantages of such a parental cooperation with schools are enormous, not only for the school but also for the children. Students must regard school as an environment wherein their accomplishments are rewarded. This will rise when students understand that the school and their parents are working together to ensure their success.

## **2.2 Behaviourism Learning Theory**

Behaviourism Learning Theory is the idea that how a student behaves is based on their interaction with their environment. It suggests that behaviours are influenced and learned from external forces rather than internal forces. Psychologists have been

developing the idea of behaviourism since the 19th century. Behavioural learning theory is the basis for psychology that can be observed and quantified.

Behaviourists believed that we can never know what is going on “inside people’s heads” and that it is inappropriate to try to guess or speculate at what cannot be empirically observed. Instead, they believed that we should watch for observable changes in behaviour to find out what people were learning. Positive reinforcement is a popular element of behaviourism—classical conditioning observed in Pavlov’s dog experiments suggests that behaviours are directly motivated by the reward that can be obtained. Teachers in a classroom can utilize positive reinforcement to help students better learn a concept. Students who receive positive reinforcement are more likely to retain information moving forward, a direct result of the behaviourism theory. This implies that when a student receives a good recommendation about a good behaviour put up, the child will continue to exhibit acts of excellence in response to the positive stimuli (Western Governors University, 2020).

Behaviourism is a key for educators because it impacts on how students react and behave in the classroom, and suggests that teachers can directly influence how their students behave. It also helps teachers understand that a student’s home environment and lifestyle can be impacting their behaviour, helping them see it objectively and work to assist with improvement (Western Governors University, 2020). This theory has been adopted because it embraces the role of teachers in improving the academic performance of students. It takes into account teachers’ context of teaching including the positive enforcement they use in motivating students to learn.

### 2.3 Concept of Academic Performance

Academic performance has been defined and explained by several authors in many ways, depending on personal perspectives of the authors. Some argue that scholastic attainment is simply measured by CPGA (Cumulate Grade Point Average) (Waples & Darayseh, 2005). Other authors, on the other hand, calculate academic outcomes by using a particular test result or year result. No matter how people quantify it, the role in ensuring the “normal functioning” of students' performance is obvious. According to Narad and Abdullah (2016), academic performance is the knowledge gained which is assessed by marks by a teacher and/or educational goals set by students and teachers to be achieved over a specific period of time. They added that these goals are measured by using continuous assessment or examinations results.

Arhad et al. (2015) also indicated that academic performance measures education outcome. They stressed that it shows and measures the extent to which an educational institution, teachers and students have achieved their educational goals. Similarly, Yusuf et al. (2016) opined that academic performance is a measurable and observable behaviour of a student within a specific period. Again, Kyoshaba (2009) emphasized that academic performance of students is defined by a student's performance in an examination, tests, and in a course work. The definitions above suggest that academic performance is a measured cumulative scores outcome of class text, exercises and exams at the end of the semester or term. Student performance is most commonly defined by report cards and grades, enrolment in advanced classes, attendance and staying in school, and improved behaviour (Henderson & Mapp, 2002).

Staffolani and Bratti, (2002) observed that “the measurement of students' previous educational outcomes are the most important indicators of students' future

achievement, this refers that as the higher previous appearance, better the student's academic performance in future endeavours.

Lot of studies have been conducted in the area of students' achievement and these studies identify and analyze the number of factors that affect the academic performance of the student at school, college and even at university level. Their finding identifies students' effort, previous schooling, parent's educational background, family income, self-motivation of students, age of student, learning preferences and entry qualification of students as important factors that have effect on student's academic performance in different setting. It is generally assumed that the students who showed better or higher performance in the starting classes of their studies also performed better in future academic years at degree level. Everyone can be surprised with this assumption if it could be proved scientifically. From the last two decades, it has been noticed significantly that there is great addition in research literature and review material relating to indicators of academic achievement with much emphasis on this dialogue, whether traditional achievement measures of academic performance are best determinants of future academic gain at university or higher level or innovative measures. However, it is also observed that many of the researchers do not agree with this view point or statement.

It is also assumed that children learning outcome and educational performance are strongly affected by the standard and type of educational institution in which students get their education. The educational environment of the school one attends sets the parameters of students' learning outcomes. Considine and Zappala (2002) showed that school's environment and teachers expectations from their students also have strong influence on student performance. Most of the teachers working in poor schools or



schools having run short of basic facilities often have low performance expectations from their students and when students know that their teachers have low performance expectations from them, hence it leads to poor performance by the students.

Kwesiga (2002) approved that performance of the students is also influenced by the school in which they studied but he also said that number of facilities a school offers usually determine the quality of the school, which in turn affect the performance and accomplishment of its students. Sentamu (2003) argues that schools influence educational process in content organization, teacher and teaching learning and in the end evaluation of the all.

All these educationists and researchers agreed with this principle that schools put strong effect on academic performance and educational attainment of students. Some researchers have the view that school ownership and the funds available in schools do indeed influence the performance of the student. Crosnoe et al. (2004) noticed that school ownership, provision of facilities and availability of resources in school is an important structural component of the school. Private schools due to the better funding, small sizes, serious ownership, motivated faculty and access to resources such as computers perform better than public schools. These additional funding resources and facilities found in private schools enhance academic performance and educational attainment of their students.

The location of a school has also been found to have a significant impact on the academic performance of students. Mhiliwa (2015) opined that the distance of a school affects the academic performance of students. He emphasized that the longer the distance of a school from a student's residence the more tired and hungry the student becomes hence it will negatively affect their academic performance. He argued that

students in community schools will continue to perform poorly if community schools are not provided within their community. Moyo (2013) corroborated and stated that walking over long distances to and from school might lead to arriving at school late and getting back home late after school. It was also indicated that longer walking distances cause fatigue and hunger, leading students to drowsiness during learning sessions.

Walking over long distances does not allow students to arrive at school early and thus results in a considerable amount of energy, leading to poor concentration on their school work. Of all contributing factors, family elements are more influential in enhancing academic results than schools and communities and there are numerous predictors of it including age gap, income of the families, negative reactions of parents to their child's low-performed results in academic, educational levels of parents and family structure (Epstein, 2001). Previous research has given evidence that parental divorce tends to compromise children's opportunities to succeed in education such a lower GPA and lower chances of attending universities). Children from divorced families have few chances for educational success due to the decreasing trends in parental finance, time of parental involvement, and approach to community connections (McLanahan & Sandefur, 1994).

Academic performance was once thought to be the most important outcome of formal educational experiences and while there is little doubt as to the vital role such achievements play in student life and later (Kell, Lubinski, & Benbow, 2013), researchers and policymakers are ever increasingly turning to social and emotional factors, as well as the relationships among them, as indicators of student well-being and psychological development (Chernyshenko et al, 2018). Chernyshenko et al. (2018), for instance stated emotional regulation (e.g. stress resistance, optimism), task

performance (e.g. motivation, persistence, self-control) and compound skills (e.g. metacognition, self-efficacy) as the social and emotional factors influencing academic performance. This implies that what goes into students' academic performance goes beyond looking at only scores. It has so multiple factors influencing it.

Academic performance is integrated also into the work of Eakman et al. (2019), where the focus is on the complexities of the emotional and social lives of returned veterans and service personnel. In a comprehensive study, learning climate support, post-traumatic stress, depression, self-efficacy and academic problems are linked to performance showing, among other findings, that self-efficacy, less academic problems and autonomy supporting learning environments are positively related to performance.

#### **2.4 Concept of Parent Involvement (PI)**

Parents are one of the most significant factors in the development of children. This is due to the authority and skill they have to shape and develop their children into motivated, inspired and lenient people with their explicit involvement in the process of learning activities. Contrarily, parents without involvement in their children's education process are merely considered to demotivate and demoralize their children through negligence. This, in turn, has a negative effect on their achievements (Zuback, 2015). Sheldon (2002) defines parent involvement at home as parent-child interactions on school-related or other learning activities and represents the direct investment of a parent's resources in her or his child's education.

According to Van Voorhis (2003), active engagement at home is crucial, particularly when parents engage in discussions about school activities and assist their children in planning their academic schedules, leading to a positive influence on overall academic performance. According to Knisely (2011), parental involvement includes

parents asking about their children's schoolwork, contacting a teacher, and also closely monitoring every step a student makes. Parental participation also includes parent-student contact, family rules with penalties, parental academic support, parent-school communication starting at the school level rather than the teacher level, and parents commenting on homework (Knisely, 2011). This term refers to a range of behaviours including ensuring that children have breakfast before school, volunteering in school events/activities, helping children with homework, and holding a position on the local school board (Epstein, 2009).

Fishel and Ramirez's (2005) definition of parent involvement was a parent's participation in their child's education with the purpose of promoting their academic and social success. In another conceptualization, Jeynes (2005) defines parent involvement as parental participation in the educational processes and experiences of their children. This includes support at home through listening to their child read and supervision of homework. It also includes parent involvement at school such as participating in parent educational workshops, chaperoning field trips, helping in the class and attending parent/teacher meetings. Another conceptualization of parent involvement describes it as: (i) parental beliefs and expectations in academic achievement and (ii) parental multifaceted behavior at home and in school in order to improve their children's educational performance (Epstein, 2001; Hill & Taylor, 2004).

Parent involvement, therefore, refers to parents' participation throughout the entire educational process (Cooper et al., 2000). Traditionally parental involvement has been defined as engaging parents in school-based activities and events related to their child's education (Epstein, 2001). However, a more comprehensive view of parental involvement envisaged in this study goes beyond just parent activities in school settings

but in subject-oriented participations. This comprehensive view of parental involvement is grounded in the understanding that children's success in mathematics is influenced by multiple contexts (e.g., home, school, and community) in a dynamic and bidirectional manner (Vukovic et al., 2013).

## **2.4.1 Types of Parental Involvement**

### ***2.4.1.1 Home-Based Involvement***

Home-based parental involvement refers to the occurrence of parents engaging their children in educational activities outside of school events. Examples of this type of involvement include reading or engaging in other academic activities with children as well as more general intellectual activities such as attending educational events or visiting sites in the community [e.g., a zoo] (Anthony & Ogg, 2019). This type of involvement demonstrates to children the everyday learning experiences that they can be involved in outside of school. It shows children that learning is a part of their everyday life. Previous studies have indicated that home-based parental involvement positively influences student academic achievement (Anthony & Ogg, 2019; Fernandez-Alonso et al., 2017).

### ***2.4.1.2 School-Based Involvement***

School-based parental involvement refers to the extent in which parents attend school related events (Anthony & Ogg, 2019; Fernandez-Alonso et al., 2017). Examples of this type of involvement include attending conferences, family nights, and Parent Association (PA) events. This type of involvement demonstrates to children that their parents are dedicated to participating in events run by the school and that they want to be actively involved in school related events. Previous studies have indicated that

school-based parental involvement positively influences student academic achievement (Anthony & Ogg, 2019; Fernandez-Alonso et al., 2017)

#### ***2.4.1.3 Home-School Communication***

Home-school communication refers to the communication between school personnel (teachers, office staff, etc.) and parents (Anthony & Ogg, 2019). Examples of this type of communication include emails, conferences, and phone calls. This type of involvement demonstrates to children that their parents and teachers engage in on-going communication. Previous studies have indicated inconsistent findings on the impact of home-school communication. Some studies have found positive correlations, while other studies have found insignificant correlations (Anthony & Ogg, 2019; Fernandez-Alonso et al., 2017; Oswald et al., 2018).

#### **2.4.2 Divisions of Parental Involvement**

While parental involvement is shown to increase student academic achievement, parental over-involvement can have detrimental effects on students. “The way that parents involve themselves in their children’s education is associated with differential effects in academic performance. The controlling style is negatively correlated with academic achievement” while “the communicative style is positively related with academic results” (Fernandez-Alonso et al., 2017, p. 459). Students that receive positive reinforcement from their parents are more likely to have higher academic achievement, while students who have over-involved and controlling parents are more likely to have lower academic achievement. “High-performing students reported more positive forms of parental help with homework and those positive forms of parental homework involvement led to higher academic functioning; similarly, low-performing students reported more parental control, and more parental control led to lower

functioning” (Dumont et al, 2014). As parents exert more control over their child’s homework, the child develops a lower sense of self-efficacy, which leads to lower levels of functioning.

#### ***2.4.2.1 Parental Over-Involvement***

Parents want what is best for their children and sometimes that can lead to becoming too involved in various aspects of their child’s life. One example of this, in regard to academic achievement, is homework support. Sometimes, when parents try to help with homework, they are hindering their child academically more than they are helping them (Patall et al., 2008). Parents that help their child complete homework regularly are contributing to reduced levels of autonomy in their children. Children who frequently request parental help with their homework have lower levels of self-efficacy and responsibility (Fernandez-Alonso et al., 2017; Fernandez-Alonso et al., 2015). In turn, students whose parents are constantly involved in their homework, have lower levels of academic achievement because they have not taken ownership of their learning and their education. By having students take ownership of their learning, they are laying the foundation for being able to take responsibility for their actions later on in life.

In addition, it has been found that parental over-involvement could occur partially due to how much parents believe in the success of their child. The lower the beliefs parents hold for their child the more controlling and interfering style adopt during homework and, in turn, the less efficacious children believe they are in the academic domain (Gonida & Cortina, 2014). As parents begin to interfere more with their child’s homework, the child develops a reliance on their parents and believes less in their abilities to complete their assignments on their own. The research conducted by Gonida and Cortina (2014) also indicated that low parent efficacy beliefs for their child may

have detrimental effects in terms of how parents involve themselves in their child's homework and, in turn, to her/his own academic efficacy beliefs.

#### ***2.4.2.2 Positive Parental Involvement***

While a controlling style of parental involvement can academically hinder children, positive parental involvement can academically benefit children. More indirect styles of parental involvement, such as support and communication about school matters, demonstrate more association with academic achievement (Fernandez-Alonso et al., 2017). It has also been found that parental interference and control are less likely to occur when parents hold positive academic efficacy beliefs for their child, while at the same time, parents are more likely to encourage cognitive engagement as supplementary to homework and, in turn, high efficacy beliefs to their children (Gonida & Cortina, 2014). However, in the same study, it was discovered that parent cognitive engagement related to homework was only predicted by parents' beliefs about their child academic efficacy. That is, parents decide to involve themselves in their child's homework in a way that takes the child beyond the exact demands of the homework and advance her/his intellectual enrichment only if they believe that their child will effectively cope with these extra demands. A study by Smokoska (2020) showed that only parents who believed that their child was capable of intellectually achieving higher than what the homework assignment asked of them would provide their child with enrichment activities. While this type of positive parental involvement could benefit some students, not all students would have this opportunity presented to them if their parents were not able to present them with enrichment activities.

Additionally, parents who are capable of providing their child with enrichment activities will only do so when they think that their child is capable of coping with the



extra demands. If the parent holds negative self-efficacy beliefs about their child, they will not present these enrichment activities to them (Smokoska, 2020).

## **2.5 Parental Involvement Models**

Bouffard and Weiss (2008) highlight some of the essential ideas that the process of incorporating families may make relevant and beneficial, based on the research results, their own hands on experience, and talks with other professionals. To begin, parental participation must be part of a larger plan of complementing the support in learning and development as a concerted effort backed by collaborative action from all stakeholders. Furthermore, parental participation should be considered as a continuous process that evolves throughout infancy and adolescence, and is especially crucial during the transition of children from one level of education to another. Nevertheless, not all parents have the same capacity to participate fully in all activities, and not every school is enthusiastic and capable of appropriately supporting involvement in them. According to research, despite good intentions, the conventional method of parental engagement frequently excludes non-dominant parents.

There is no widely acknowledged paradigm of parental engagement in the current educational system. Swap (1993) develops three models of parental participation after analysing a variety of previous attempts to developing an acceptable model of the connection between parents and schools. These models include:

**The Protective Model** - The purpose of the Protective Model is to keep the instruction and parenting duties distinct in order to minimise conflict between instructors and parents (Swap, 1993). It is known as the protective model since its goal is to safeguard the school from parental meddling. The teacher's role is to educate students, while the

parent's obligation is to ensure that children arrive on time and with the necessary materials. Parental participation is viewed as unnecessary and perhaps harmful to children's education under this concept.

**The Transmission Model** - The Transmission Model is based on the assumption that instructors perceive themselves as the major source of knowledge on children but realise the value of utilising parents as resources (Swap, 1993). In this paradigm, the teacher retains authority and makes the intervening decisions, but acknowledges that parents may play a significant role in encouraging children's success. Teachers that use this strategy must have other abilities, such as effective parenting practices and communication skills to develop a positive working environment. One disadvantage of this method is the notion that all parents can and should function as resources (Swap, 1993). This paradigm has the ability to overload parents by imposing unreasonable demands on them to do domestic tasks.

**Curriculum-enrichment Approach** - The purpose of this model is to supplement the school curriculum with contributions from parents (Swap, 1993). This paradigm is built on the notion that parents have great experience to offer, and that engagement between teachers and parents will improve the school's curriculum and instructional objectives. In this paradigm, parent participation is largely focused on the curriculum and instruction inside schools. The main disadvantage of this strategy is that it requires instructors who allow parents to have significant say regarding what is learned and when it is taught. In certain circumstances, the instructor may see this as intimidating.

Hornby (2011) adds descriptions of three more models ten years later: **Expert Model** - In this model, instructors believe themselves to be specialists in all aspects of child

growth and schooling, while parents' opinions are given minimal weight (Cunningham & Davis, 1985).

Teachers make all decisions, whereas parents' duty is to absorb information and instructions about their children. Parental perspectives and sentiments, the necessity for a cooperative connection, and information sharing are given little, if any, attention.

**Consumer Paradigm** - with this model, instructors serve as consultants while parents determine what steps to take (Cunningham & Davis, 1985). Parents are responsible for decision-making, but it is the instructors' obligation to give parents with necessary information and alternatives. Teachers submit to parents in this arrangement, who are designated as the experts. Parents who have influence over the decision-making process are more likely to be satisfied with the assistance they get, to have more trust in their parenting, and to rely less on specialists.

**Partnership Approach** - is the most appropriate model in which teachers are regarded as education specialists and parents as experts on their children (Hornby, 2001). The objective is to create a partnership in which instructors and parents share control and knowledge in order to deliver the best education possible for children, with each adding unique qualities to the interaction (Durisic & Bunijevac, 2017). Trust, respect, long-term commitment to a variety of activities, and sharing of planning and decision-making duties are required for meaningful partnerships between parents and teachers to exist (Durisic & Bunijevac, 2017).

Turnbull et al. (2011) defined the basis of productive collaborations between parents and school employees in seven themes Trust is a fundamental foundation of good collaboration. The instructor must maintain trusting, private, open, and honest relationships with parents. Furthermore, the connection must be founded on reciprocal

respect, which includes regard for others' viewpoints as well as respect for others' dignity. Parents should have confidence in the ability of those who work effectively with their children. Collaborative efforts need two-way communication that allows all involved parties to exchange ideas and information.

Not to be overlooked is the need of safeguarding children, which is accomplished via early detection of issues, their resolution, the design of suitable measures, and the dissemination of information about child safety (Durisic & Bunijevac, 2017).

## **2.6 The Family-School Relationship in Promoting Students' Academic Achievement**

The Family-school relationship is the collaborative effort of family and school to support children's academic engagement and performance. The family-school concept is described as "developing and sustaining constructive, collaborative connections between families and schools to support children's learning" (Esler, Godber, & Christenson, 2002). This word refers to the collaborative efforts of schools and families to assist children's growth and learning. School-based or home-based engagement is the most frequent type of family involvement (Hindman et al. 2012). Such engagement, whether at home, or at school, would be impossible to achieve without the establishment of a strong and collaborative connection between the home and the school. Mutual trust and respect are required for an efficient partnership between family and school (Epstein, 2013). Extensive studies have validated and reinforced the theories put out; establishing that excellent interaction between homes, schools and communities may contribute to academic accomplishment for kids as well as educational changes (Richardson, 2009; Sanders & Sheldon, 2009; Sheldon, 2009). It is necessary for schools to welcome families as participants in their collaborative

efforts. Schools that include parents in their environment help to improve instructors' competence and children's success. It does, however, enhance the reputation of the school within the greater community (Henderson & Berla, 1994). Parents who collaborate closely with schools gain trust in both the schools and in themselves as colleagues, as well as becoming more active in their students' education at home (Henderson and Berla 1994). According to Epstein (2001, 2009), there are several motivations for forming and developing a bond between school, family, and community. The fundamental objective for such collaboration is to help learners achieve their educational goals. Other motivations include strengthening the school atmosphere and programming, increasing parental leadership capabilities, aiding families in interacting with other people in the school and community, and supporting teachers with their duties. Each one of these factors highlights the necessity of parents participating actively in their child's schooling and maintaining a strong and good connection with schools.

According to Muller (2009), family-school and community-based collaborations are altering the limits and roles of education. They increase prenatal and community capability; they create environments in which children can learn more successfully. Schools with significant family participation were four times as likely to increase student literacy over time and 10 times more likely to enhance student academic achievement in mathematical concepts (Bryk et al., 2010). According to research, successful students receive significant academic assistance from their active parents (Sheldon, 2009). Additionally, studies on effective schools, those where children learn and achieve, has repeatedly revealed that these schools, despite functioning in poor social and economic communities, have strong and good school-home interactions (Sanders & Sheldon, 2009; Sheldon, 2009). More significantly, these school systems

with a great school climate have made an intentional effort to reach out to the families of their children in order to foster excellent collaboration.

According to Sanders and Sheldon (2009), schools become effective when a strong and good interaction between learners, family members, educators, and the society is developed. Academic achievement is more probable for all students if their family environment is friendly (Sanders & Sheldon, 2009).

Furthermore, Epstein (2005a) proposed that instructors, parents, and community members collaborate to plan and implement initiatives that boost student accomplishment, boost set objectives for attendance of students and behaviour, and foster a good environment of cooperation. She also outlined how these events may be planned by teams of people who are responsible for their ideas and efforts, such as the administration, teachers, school board, and family members. According to Aktan and Tezci (2013), such activities are also significant in the development of self-regulatory learning abilities, which contribute to students' lifetime learning. Families shape their children's academic involvement and career goals (Rosenberg & Lopez, 2010), as well as being their children's first instructors. According to Epstein (2001), individuals learn from their parents, educators, classmates, family members and other people in the community, hence connections among homes, schools, and communities are essential.

Epstein's (2001) study emphasizes the following statements: 1) Families are concerned about their learning and achievement; however, most parents need more information from schools in order to be constructively involved in their children's education; 2) students are taught more than academic ability at home, school, and in the community; 3) peer group, families, and the organisation of operations in classrooms and schools

favorable or unfavorable influence students; and 4) community-based programmes supporting schools and families may adequately improve academic performance.

In Epstein's (1987) parental involvement typology, she classified parent engagement into six categories: (1) parenting, (2) communicating, (3) volunteering, (4) learning at home, (5) decision making, and (6) community collaboration. Each of these characteristics can have a different impact on students, parents, teaching practices, and school atmosphere. Furthermore, each element encompasses a wide range of cooperation behaviours.

Finally, each element raises problems that must be solved in order to incorporate all families. Epstein (2001; 2009) believes it is important for each school to pick which elements are thought to be most likely to support the school in meeting its academic achievement goals, as well as to build a climate of cooperation between families and the school. Despite the fact that the primary goal of these six elements is to improve academic accomplishment, they also influence a wide range of outcomes for both educators and parents (Epstein, 2003; 2009). For example, it is possible that parents will have greater self-confidence in their roles as parents, will demonstrate leadership in decision-making, will have more effective and constructive interactions with their children regarding schoolwork, and will communicate with some other parents at the school.

According to Henderson and Berla (1994), by becoming active in children's schooling, parents develop a more favourable attitude toward the school and its personnel, as well as increased confidence in supporting their children with assignments. Furthermore, they are much more likely to gain community support for the school and its activities while also becoming more active members of the community. Teachers may expect

improved contact with parents, a better knowledge of their students' families and situations, and much more open dialogue with both families and the communities (Epstein, 2009). Henderson and Berla (1994) further assert that parental participation will assist schools by improving teacher morale, increasing family support, and raising student academic success.

Furthermore, Clarke (2007) contends that schools work best when the community and the parents are active members with a feeling of ownership in the school. As a result, it is reasonable to argue that these six characteristics assist not just children, but also their parents, instructors and schools.

Desforges and Abouchaar (2003) discovered a substantial association between students' academic progress and home learning when parents are participating in home learning, and this impact is higher than the influence of a quality education. This study defined parental involvement as "good parenting at home," which includes the following elements: a reliable and secure atmosphere, mental stimulation, parent-child dialogue, a framework of social and educational values, great expectations for personal accomplishment, and communicate directly with the school for exchange of information and involvement in school life (Desforges & Abouchaar, 2003). A welcoming and safe setting in which parental behaviour is encouraging, shows physical love, and expresses warmth and positivism helps students attain academic success (Durisic & Bunijevac, 2017). To achieve in school, students require a pleasant learning environment that provides assistance, inspiration, and quality education.

With growing pressures on the families, parental involvement in children' education extends outside the classroom. Most households confront stressful and unexpected timelines and situations while balancing schoolwork, sports, family dynamics, family



time, job schedules, and other duties, resulting in little opportunity to provide assistance in any one area (Swap, 1993). Parental participation in student education starts at home, with parents creating a safe and healthy environment for their children. Parental participation in children' education commences at home, involving parents establishing a safe and supportive atmosphere, suitable learning opportunities, assistance, and a positive mindset toward school.

There is growing evidence that quality of the parent-teacher connection improves parents' attempts to involve their children in academic success talks, which results in increased academic accomplishment (Hughes & Kwok, 2007). Some experts argue that parental participation at home, which includes chats with children about their school experiences and the significance of studying, is the direct cause of pupils' excellent scholastic results (Durisic & Bunijevac, 2017). Although parental engagement is valued, there could be some misconceptions about its scope. Parents may mistake parental participation for just assisting their children with their schoolwork.

Parents, on the other hand, might actively engage in the educational programs that are established at school. They can monitor students, assist teachers, and participate in school decision-making (Carlisle et al., 2005). The frequency with which parents and teachers interact during these activities has an impact on the child's preschool performance. Children that have direct and regular interaction with the early educational environment and have less hurdles to inclusion have good engagement with peers, adults, and learning. The quality of the parent-teacher connection appears to be an important component in the efficacy of interventions aimed at developing pro-social behaviours in young children with behaviour difficulties (Sheridan et al., 2012). Even with very young children, families may engage in everyday learning activities to help

them build lifetime drive, tenacity, and a love of learning (Trivette et al., 2010; Hall & Quinn, 2014). The fact that children spend more time outside of school increases the case for parental involvement on their children's education. According to studies, there are several significant factors that are connected to educational success and, in particular, performance in standardised tests of reading that are not under the direct authority of the school, such as: family checking on children's attending school, the quantity of research and daily reading at home, and the time spent watching TV (Barton & Coley, 2007). These data provide a foundation for thinking more deeply about parent-teacher collaboration. According to research, parental participation is most successful when perceived as a collaborative effort involving parents and educators (Epstein, 2009; Epstein 2018). By investigating parents' and teachers' opinions, educators and parents could get a better knowledge of effective parental participation techniques in improving student accomplishment

## **2.7 The Relationship between Parental Involvement and Student's Academic Performance**

On an international scale, parental involvement in school has long been heralded as an important and positive variable on children's academic and socio-emotional development. Parental involvement (PI), according to Miksic (2015), can be broadly defined as the ways in which parents support their children's education in word and deed. Parental involvement is also defined as having an awareness of and involvement in school work, understanding of the interaction between parenting skills and the student success in schooling, and a commitment to students (Nadenge, 2015).

Lopez et al. (2001) defined parental involvement as supporting student academic performance or participating in school-initiated functions. Recent studies have found

that parental involvement have a positive impact on the academic performance their wards. McNeal (2014), for example, revealed that parent involvement directly affects the behaviour and students' attitudes but indirectly influence their academic performance. In Ghana, Chowa et al. (2013) posited that the involvement of parents towards their wards academic performance is categorized into home-based and school-based parental involvement. Their study revealed that home-based parental involvement has a positive significant relationship with their wards academic performance but there is a negative relationship between school-based parental involvement and academic performance. Similarly, Mante et al. (2014) concluded that parental involvement affects the academic performance of their students but the direction of the impact was not stated.

Additionally, Mwirichia (2013) noticed that parental involvement in the academic performance of students has different forms. He found that there is parent involvement in educational activities at school, parent-school communication and parents' involvement in academic activities at home. The study concluded that parent's involvement in home academic activities have a direct influence on the academic performance of their wards; it was realized that parent's involvement in academic activities at school has an indirect effect on academic performance; and the impact of parent-school communication on academic performance was found not to be a strong predictor. It was recommended that parents provide home-school tutorials for their wards and there should be rules to govern their children's studying behaviour in the house. Caro (2011) also found that parent-school communication as a positive impact on their wards education. McNeal (1999) contends that parent involvement encompasses three broad domains, parent-child relations, parent-school relations, and parent-parent relations. In all three cases, it is generally assumed that parents invest

time with their children, school personnel, or other parents with the expectation that their involvement will yield a tangible return. The exact form of the expected return is not always clear, but can include improved educational expectations, improved role performance (i.e. better attendance, increased homework done, reduced delinquency, etc.), increased achievement, or strengthened relationships with school personnel or other parents.

Empirical findings have demonstrated a positive association between parental involvement in education and academic performance (Tárraga et al., 2017), improving children's self-esteem and their academic performance (Garbacz et al., 2017) as well as school retention and attendance (Ross, 2016). Family involvement has also been found to be associated with positive school attachment on the part of children (Alcalay et al., 2005) as well as positive school climates (Cowan et al., 2012).

Research has also evidenced that programs focused on increasing parental involvement in education have positive impacts on children, families, and school communities (Jeynes, 2012). According to Garrett and Holcomb (2005), there is a firmly established consensus that family engagement in education leads to improved student outcomes. Garrett and Holcomb endorse the notion that a student's academic performance is significantly influenced by their home environment. Parental involvement (PI) encompasses a diverse range of behaviors, attitudes, and actions that take place within the school environment, but predominantly occur within the household. The extent of parental involvement is a key factor in enabling children to excel academically. PI is thought to be a powerful predictor of academic grades and aspirations for the future (Holcomb-McCoy, 2010). The higher the educational level of parents and the economic status the higher the level of PI. Schools can pose serious handicaps to PI in children's

education. Parents are more likely to be involved when they feel that they are welcomed by the teacher and that their views are of value. It is widely acknowledged that PI decreases as children grow older. Parental involvement is greater for younger children partly because younger children are more positive about their parents going into school. The home, child and school form a trio that creates a special climate that is desirable for effective education (Maphanga, 2006).

Literature asserts that parents get involved if they comprehend that teacher expect them to get involved (Deal & Peterson 2009). Teachers need to take into account the way they relate to their learners' parents, and address the attitudes that hinder the success of parental involvement in schools. Parents may feel school staff does not trust them or that there is a judgmental attitude towards them by staff (Griffin & Galassi, 2010). It was also established that ineffective communication between school and home leads to poor PI. If parents are not informed about their involvement and school's expectations for them, they cannot effectively participate in school activities. Concurring with aforementioned Gorman (2004) suggests that the school open channels for effective communication with parents during meetings and visits. Parents are likely to feel better parents if they are given necessary support in an inviting environment.

They will be comfortable, free and willing to share the necessary information with teachers. Epstein et al.'s (2009) framework consists of six types of parental involvement. The basic obligation of parents (Type 1) refers to a family's responsibility of ensuring the child's health and safety (e.g., parenting, child rearing, continual supervision, discipline, and guidance at each age level) and to providing positive home conditions that support learning and behavior. The basic obligation of schools (Type 2) refers to communication with the school about academic progress (e.g., memos, notices,

report cards, conferences). The basic obligation of schools (Type 3) pertains to parental participation in the school setting (e.g., events, workshops, or programs for their own educational growth). The basic obligation of schools (Type 4) applies to communication with parents initiating, monitoring, and assisting in their children's homework or learning activities. The basic obligation of schools (Type 5) refers to parents accepting decision-making roles in committees that monitor school improvement (e.g., Parent Association (PA), advisory councils, or other committees or groups at school).

The basic obligation of schools (Type 6) involves collaborating with the community, which pertains to integrating various community agencies and resources that support school programs. Amponsah et al (2016) state that, parent involvement in education improves academic performance, reduces drop-out rates, decreases delinquency and motivates students towards their school work. In agreement with the above authors, Van-Deventer and Kruger (2009) confirm that parent involvement has a significant effect on the quality of the learners' experience of teaching and learning in the school, and in their academic results. Therefore, students perform better in school based on a range of social and academic indicators when schools reach out to families and communities (Glanz, 2006).

Shumane (2009) states that “parents can make a consequential contribution to school activities, especially in those activities that fall outside the expertise of education but also where such a parent is an expert”. Kruger and Van-Zyl (2006) state that parental co-operation in education is an inclination for parents to support schoolteachers at home through their actions. In an education setting this parental co-operation in education could be demonstrated by parents when showing loyalty towards the school and

supervising the student's homework. Kruger and Van-Zyl (2006) regard participation as the involvement of parents in school activities. For example, a parent can be a member of a school disciplinary committee, or accompany students during their educational outings. Moreover, these activities could involve donating to PA, bringing community resources to the school to support teaching and learning, and volunteering in the helping teachers.

Studies have found that parental involvement have a positive impact on the academic performance their wards. McNeal (2014), for example, revealed that parent involvement directly affects the behaviour and students' attitudes but indirectly influence their academic performance. In Ghana, Chowa et al. (2013) posited that the involvement of parents towards their wards academic performance is categorized into home-based and school-based parental involvement. Their study revealed that home-based parental involvement has a positive significant relationship with their wards academic performance but there is a negative relationship between school-based parental involvement and academic performance.

Mante et al. (2014) also concluded that parental involvement affects the academic performance of their students but the direction of the impact was not stated. Additionally, Mwirichia (2013) noticed that parental involvement in the academic performance of students has different forms. He found that there is parent involvement in educational activities at school, parent-school communication and parents' involvement in academic activities at home. The study concluded that parent's involvement in home academic activities have a direct influence on the academic performance of their wards; it was realized that parent's involvement in academic activities at school has an indirect effect on academic performance; and the impact of

parent-school communication on academic performance was found not to be a strong predictor. It was recommended that parents provide home-school tutorials for their wards and there should be rules to govern their children's studying behaviour in the house.

Caro (2011) also found that parent-school communication has a positive impact on their ward's education. Parental involvement plays an important role in our students' lives. It can help determine how successful a student will be in school depending on the type of parental involvement that they are receiving at school and/or at home. Parental involvement could be in two forms, home based and school based. Home-based parental involvement includes helping students with homework, talking with them about school, expressing high expectations, encouraging school success, and providing structures that are conducive for learning (Altschul, 2012). School-based parental involvement on the other hand includes volunteering at school, participating in school events and school organizations as well as communicating with teachers and school staff.

Home-based involvement typically leads to higher levels of academic achievement as parents contribute to their child's education through venues outside of school. Home-school communication refers to the communication between school personnel (teachers, office staff, etc.) and parents. Examples of this type of communication include emails, conferences, and phone calls. This type of involvement demonstrates to children that their parents and teachers engage in on-going communication. Previous studies have indicated inconsistent findings on the impact of home-school communication. Some studies have found positive correlations, while other studies have found insignificant correlations (Fernandez-Alonso et al. 2017). Additionally,



school-based parental involvement typically leads to higher levels of academic achievement because students see their parents as being actively involved in the school. School-based parental involvement refers to the extent in which parents attend school-related events (Anthony & Ogg, 2019). Examples of this type of involvement include attending conferences, family nights, and Parent- Association (PA) events.

This type of involvement demonstrates to children that their parents are dedicated to participating in events run by the school and that they want to be actively involved in school-related events. Previous studies have indicated that school-based parental involvement positively influences student academic achievement (Anthony & Ogg, 2019).

Nadenge (2015) established a significant positive correlation between good parent-teacher relationship and parents' involvement in their children's and academic achievement. Students felt that when their parents are involved in their education, they guide them in making the right choices in career as well as in discipline (Nadenge, 2015). This also yielded positive results. It was found that parental involvement has significance effect in better academic performance of their children. This implies that parental involvement is an educational tool needed to achieve academic success. Also, children can consistently complete their homework as a benefit gain from parental involvement in their education. Parent involvement in schools is the first step to parent engagement and, ultimately, parent partnership. When parents and teachers work together to establish a thriving classroom, the effect on their students is profound. Students with engaged parents do not only have high test scores: their attendance, self-esteem, and graduation rate rise, too. Parent-teacher relationships are more than an optional classroom benefit. They are keys for helping students on a personal and

classroom level reach their academic potential. Parent involvement can be described as social relations that are imbued with norms of trust, obligation, or reciprocity (McNeal 1999). If described in this manner, parent involvement is conceived of as a form of social capital. Parents invest their time, attention, and resources in their children with the expectation of a return – namely that their children will perform better in school.

Using this framework, McNeal (1999) contends that parent involvement encompasses three broad domains, parent-child relations, parent-school relations, and parent-parent relations. In all three cases, it is generally assumed that parents invest time with their children, school personnel, or other parents with the expectation that their involvement will yield a tangible return.

The exact form of the expected return is not always clear, but can include improved educational expectations, improved role performance (i.e. better attendance, increased homework done, reduced delinquency, etc.), increased achievement, or strengthened relationships with school personnel or other parents. Recognizing that parent involvement can be with the child, school personnel, or other parents is important because not all strategies of involvement are likely to yield the same result.

In current literature, the two most widely used “domains” of parent involvement include parent-child and parent-school involvement. Parent-child involvement is one of the most common ways to conceptualize and measure parent involvement, especially by educators. Two of the more predominant conceptualizations for parent-child involvement are parent-child discussion and parental monitoring (Hoover-Dempsey & Sandler, 1995). A second way to conceptualize parent-child involvement is the degree to which a parent is actively engaged in their child’s life, knows their child’s whereabouts, and makes sure their child’s homework is completed. These measures are

usually referred to as monitoring. Monitoring is usually associated with student behavior and performance by parents reinforcing or sanctioning desirable and non-desirable behavior (Hoover-Dempsey & Sandler, 1995). The assumption is that active parental monitoring will ultimately affect the child's academic performance by first altering the adolescent's behavior (i.e. truancy, absenteeism, and homework).

The reinforcement process thus indirectly affects achievement by parents keeping their children away from bad influences, assisting teachers by assuring homework is properly completed, and making sure that their child is staying out of trouble. A prominent manner in which to conceptualize parent-school involvement is the degree that parents visit classrooms, speak with teachers or counselors, or volunteer in the school.

McNeal Jr (2014) refers to these practices as school-situated educational-support strategies. Similar practices were found by Useem (1992) to have positive and beneficial effects on a student's classroom placement and subsequent performance. In both studies, the authors found that higher social class parents possessed greater levels of cultural capital and that this greater knowledge and familiarity with the school system allowed these parents to alter their child's classroom placement. Educational support strategies, given they reflect a parent's direct intervention in the schooling process, are thus more likely to directly affect achievement. Such tactics may only modestly influence adolescent attitudes and behaviors, especially in middle school and high school, since many older adolescents often resist parental intervention.

## **2.8 The Effects of Parental Involvement on Academic Performance**

Parental involvement in students' education is crucial, and the benefits to students are diverse (Jeynes, 2003, 2007). Several research studies have found that participation of

parents in children education is significantly and positively correlated with students' academic accomplishment (Olaniyi & Mageshni, 2008). According to the OECD (2012), parental engagement in their children's education is a basic right and duty. Parents are more inclined to communicate directly with educators and are more capable of helping their children with learning and assignments at home (Corter et al., 2012).

Parents are seen as "first teachers," preschool instructors as "second teachers," and the surroundings as "third teachers" (Klein, 2002). Several study findings indicate that parental engagement in children's learning activities has a favourable influence on their overall development; nevertheless, due to several barriers, it is not like all parents are equally active in their child's schooling. While parents and guardians are increasingly expressing a desire to become more involved in their children's education, a number of barriers prevent them from doing so, particularly in more traditional and visible forms of family involvement such as volunteering at school events and attending parent-teacher conferences each grading period.

Because there is a substantial association demonstrated between parental participation and student performance, educators are concerned about the amount of family involvement in education (Knisely, 2011). As a result, several research studies have found a consistent association between total parental participation and academic attainment (Jeynes, 2005a). Furthermore, parental engagement is a key component in the solution to many educational challenges, and it has a favourable impact on children's academic progress (Fan & Chen, 2001). A study by Thornton (2015) concluded that students whose parents are intently involved in their children's academic activities have better academic results than parents who are not dynamically involved in the academic activities of their children. Parents who are actively involved their child's education are

more likely to encourage the child's social, emotional, and academic growth (Green et al., 2007).

According to Kohl et al. (2000), children attend school regularly, act better, perform well academically from kindergarten through high school, and go farther in school when parents more are involved in their school work. Similarly, Barnard (2004) found that academic performance of students profoundly depends upon the parental involvement in their academic activities to attain a higher level of quality in academic success. Since parents are the first teachers of their children, they need to take a leading role in their children's education. Parent involvement in a child's education is a key issue ensuring students' success, growth and development in life. Students will take education more seriously, do well academically, display better behaviour in school and assume greater responsibility for his or her actions when they found their parents are actively involved.

According to Xu et al. (2010) parental involvement in assignment can be a means to keep parents well-informed of the child's strengths and weaknesses in several subject areas, mainly reading. A study by Cai (2003) illustrated that participation parents is a statistically weighty forecaster of their child's level of achievement in Maths and also promoted positive behaviour and emotional development. Domitrovich, and Welsh (2004) showed that parents' involvement in their children's reading activities at home had a significant influence, not only on their reading ability, language comprehension and expressive language skills, but also on their interest in reading. Children who worked with their parents at home on Maths assignment achieved better Maths grades (Bartel, 2010). It demonstrated that when parents are involved in a child's schooling by assisting them with homework, communicating with teachers and attending all events

at school, it helps the child to do very well in the all the subjects the school. Nevertheless, it's important to note that there are contrasting research findings that challenge the aforementioned viewpoint, suggesting that parental involvement in children's education can potentially have adverse consequences on student success and academic achievement.

According to Shumow and Miller (2001), when parents engage in activities such as assisting with homework and communicating with the school, it may lead to a detrimental effect on students' academic performance, resulting in lower test scores. Furthermore, Cooper et al. (2000) discovered that direct parental involvement in their children's education can have a negative impact on their academic performance. The findings from numerous studies consistently indicate that there is noticeable variability in the extent of parental involvement, and this variability is closely associated with the socio-economic status and ethnic background of parents (Denessen, Driessen, Smit & Slegers, 2001). It is concerning that parents from disadvantaged backgrounds often encounter obstacles when trying to communicate with the school, leading to difficulties in establishing collaborative relationships with educational institutions (Todd & Higgins, 1998). Furthermore, there are divergent perspectives concerning the roles and responsibilities of parents and schools in the realms of education and socialization. A noteworthy portion of minority parents tend to place a greater degree of responsibility on the school, sometimes to the exclusion of the home environment (Driessen & Valkenberg, 2016).

Indeed, parental involvement plays a pivotal role in facilitating the smooth transition of adolescents with disabilities, as highlighted by Geenen and Powers (2001). It not only enhances student motivation but also contributes to educators' preparedness to enhance their teaching effectiveness, as emphasized by Jeynes (2005a). Parental engagement

stands as a cost-effective social investment that promotes equity and equal educational opportunities for all students. Additionally, it nurtures a profound commitment to the well-being of children. Martinez (2015) underscores that collaborations among families, schools, and communities lead to increased educational resources, the empowerment of families, and the maintenance of thriving and wholesome communities. With respect to the interconnection between the socio-economic status of parents and their level of involvement; it was found that parental education level, status of employment and income may affect the level of parental involvement (Vellymalay, 2012; Smith, 2006). Vellymalay (2012) stated that socio-economic status is positively correlated with higher levels of parental involvement and, subsequently, higher levels of academic attainment Domina (2005) says that parents with higher socio-economic background tends to be more effectively involved than the parents with lower socio-economic background. According to Lee and Browen (2006), parents with low educational levels could be not much motivated to get involved since they do feel less confident to communicate with school staff. Similarly, Davis-Kean (2005) stated that level of parental education is a vital predictor of children's academic and behavioral upshots.

In the same study found that married parents are more likely to be involved in their children's education. This study showed that parents demographic variables (education level, employment, married status and income) have a great effect on parental involvement which directly influences academic performance. In contrast, some study found that parents' level of education, marital status and income level have no significant correlation with their children's academic achievement (Hayes 2012). Schools must form partnerships with parents and create joint responsibility for their students' achievement in the educational system in order to comply with the network of

integrated support for their students. This increases parental involvement, encourages parents' efforts to assist schools, and has a direct beneficial influence on a successful educational system (Durisic & Bunijevac, 2017).

## **2.9 Role of Parents in enhancing the Academic Performance of Students**

The concept of partnerships in the realm of education holds special significance in the interconnectedness of family, the community, and the school. The efficiency of education for young children is connected to parental involvement. Parents and communities play vital responsibilities in guaranteeing the educational quality in schools, and their engagement has a significant impact (Avvisati, Besbas & Guyon, 2010; Borgonovi & Montt, 2012). Throughout every grade level, community and family participation enhances students' progress and educational performance. Schools may assist parents know the vital part they play in encouraging students' studying and achieving effective school goals. Parents can participate in a variety of school-based activities.

School-based participation, according to Epstein and Sandars (2002), involves actions such as talking with teachers, assisting in the classroom, going to school functions, engaging in parent-teacher meetings, and also being engaged in a parent-teacher association. Members of the family, for instance, can work as mentors, make school choices, create learning objectives with their children, and engage in those other curriculum-related tasks (Epstein, 2002). Parents (or caregivers) are the first educators of their children. Many people experience their homes as their initial place of education, where their parents assume the role of their first teachers during their formative years (Chandra, 2013). The support they provide affects children's development, learning, and subsequent educational outcomes. This includes direct support to learning before



and during formal education, as well as indirect facilitating of factors such as nutrition, health, and hygiene. Support tasks range from school and home communication, assistance in learning activities at home, participation in school events, and participation in school-decision-making bodies (Desforges and Abouchaar, 2003). Support may vary according to the age of the child, ranging from preschool support in the home to direct support once the child has transitioned to school, including assistance with homework and volunteering in classrooms and with school functions. Successful family involvement does not entail a one-time programme or the selection of a nice school, but rather a collection of daily activities, attitudes, beliefs, and interactions that promote learning in the home, in school, after school, and during vacations.

According to Lara and Saracostti (2019), parental role implies support given by parents to the school, or as any involvement, that affects a child's present or future situation outside of the classroom. This role, therefore, takes the form of co-operation, participation, and partnership. Parental role in their children's education not only increases the child's performance (Pineda et al., 2018) but also helps parents to understand their children and teachers better to improve their instruction (Liu et al., 2020).

The parental role in education is associated with a range of enhanced school outcomes in all school grades, which include a varied range of indicators of performance and the development of student attributes that support academic performance (Green & Walker, 2007). Likewise, an effective parental role in student education improves a student's self-efficiency for learning, the perceptions of personal control over schoolwork, and self-regulatory skills and knowledge (Green et al., 2007).

The parental role in education not only includes having direct involvement in schools, but also indirect or hidden behaviours such as discussing school, parent and family issues, while also conveying educational expectations (Hayes, 2012). This means that parental role includes helping a child with homework, paying school fees, buying learning resources, and communicating with the school of their child. Other roles are observed when a parent attends school activities, engages in parent-child discussions for higher education studies, and listens to adolescent thinking. The parental role is enhanced through the promotion of parent involvement, which sometimes depicts a one-way flow of information between schools and the family (Amatea, 2013).

It is argued that parents can monitor children's performance through, visiting them on regular basis in school, observing classes, discussing the children's performance with the teacher, follow up on their children's performance at school, checking their children's exercise books and study their termly reports, discussing children's school work with them on regular basis, observing their children's interaction with others, attending school functions, meeting their children's friends and visiting the teacher occasionally at school (GES/PTA/SMC Handbook, 2001).

The foregoing discussion point to the fact that roles parents are to play are crucial to the progress of their wards. Parents should have an active participation in their child's school. They should be aware of how their child is progressing in school. The report cards and the school progress reports provide parents a pretty good picture of the student's performance with teachers. The teacher is the best person to talk to on how well a child is doing in school. Often, the teacher will be able to give feedback not just on the academic aspect, but the emotional, and social aspects as well.

Parents will be made aware if there are problems that may be hindering learning and student achievement. Parents should be able to attend Parent Meetings. A parent association or PA is an organization composed of parents and teachers that's intended to facilitate parental participation in school. Most elementary and middle schools (whether public or private) have a PA. Parent associations take an active role in developing programs that support the educational needs of children. They also promote strong partnerships among families, schools, and communities.

Parents should also participate in school activities. School activities are great opportunities to bring together students and parents. Students are strongly encouraged to participate in school functions, contests, and sports. Children naturally want to exhibit their talents and skills for everyone to see, especially their parents. It is also an excellent opportunity to get a "feel" of the school environment and how students interact with each other. In line with the above, Mmotlane et al. (2009) observed that parents' participation in their children's school activities forms part of important facets of successful education.

The Epstein model emphasised six types of family behaviour that were thought to promote children's academic achievement: (a) supportive home conditions, (b) interaction between children and parents regarding school activities, (c) parental involvement in school, (d) learning activities in the home, (e) consensus decision making with the school, and (f) community partnerships between teachers and school personnel (Epstein et al., 2009). According to Martinez (2015), parental involvement activities encompass a range of actions, including helping with schoolwork, engaging in conversations with teachers, attending school events, and taking part in school governance. A large body of research shows that 'at-home good parenting' is a strong

predictor of children's achievement, even after other factors which impact achievement have been taken out of the equation, including the quality of schools at the primary age (Desforges & Abouchaar, 2003). Mahuro and Hungi (2016) found in Uganda that parental participation in the form of commitment of time and resources to their children's education plays a pivotal role in motivating children to improve their academic grades. Findings from the OECD's Programme for International Student Assessment (PISA) confirm that parental involvement in education is pivotal for the success of children throughout their learning pathways. By showing their children how to plan, monitor, and be aware of the learning process, involved parents help them develop the language and other skills needed for learning. Moreover, teachers may pay more attention to students if they know that their parents are more involved (OECD, 2012).

Research shows how children's literacy improves when their parents are involved in schools, regardless of the parents' level of educational achievement. Promoting higher levels of parental involvement may help to reduce performance differences across socioeconomic groups. Evidence suggests that with support disadvantaged parents can become more engaged with their children's learning and that in turn, this can lead to better outcomes. The COVID-19 pandemic has further highlighted the importance of parental support, as parents have had to join the front-line teaching and learning process. Parents' lack of education and ability to provide support for homework may crucially affect child learning outcomes, especially during school closures (Brossard et al., 2020).

Overall, findings suggest that children of involved parents are more motivated to learn for learning's sake, because they adopt their parents' positive attitudes towards school

and learning (OECD, 2012). Accompanying and supervising children's main school goals – that is, to study and to learn – modelling positive behaviours and attitudes towards school and conveying the importance of school have the strongest positive impact on learning. Family policies can also be used as entry points for promoting school attendance and learning at all stages of childhood, but this need strengthening to have an impact on promoting equitable learning outcomes (Richardson et al., 2020).

The issue of parental participation in schooling has acquired a central space in educational literature. One major line of research focusing on family and school links comes from the sociology of education, where the focus is set on how family background influences educational attainment. It has been found that schools cannot fully compensate for social differences and that they often contribute to the reproduction of existing social inequalities or to the deepening of class, gender and ethnic differences. Education systems often reinforce existing differences between groups who supposedly have the same opportunities for learning but who relate to such opportunities differently. Authors focusing on this have noted that success in school tends to be dependent on the possession of social, economic and cultural capital and schools often lead to the systematic (although not overt) exclusion of those individuals who do not possess it (Bourdieu, 1997). It is now realised that while improving school practices is important it is equally important to understand that 'schools are not solely responsible for promoting young people's academic success' (Israel et al. 2001).

The conditions under which education is provided must be taken into account. We need better understanding of those aspects of children's lives which influence their school experiences and which the school cannot influence directly (Schmid & Garrels (2021). Parental involvement is extremely important in education (Chen, 2018). Parental

involvement is crucial for a child's academic success, and schools, staff members, states authorities, and lawmakers play some important roles in the success of a child (Berkowitz et al., 2017). When all the stakeholders come together to assist student, there is tremendous longevity in the students schooling and the love that the students have for their education (Flemmings, 2013). In a simplistic way, the time and the effort that the parents invested in their child's education have a positive relationship with academic performance (Epstein, 2018). To guarantee that today's young people are prepared to be tomorrow's bearers, schools, parents and community organizations must collaborate to foster systematic, persistent, and integrative participation in school reform activities." According to Anderson and Minke (2007), the primary obligation of parents is to ensure that their children attend school and are safe. Parents must also assist their children in improving their academic performance. Over the last few decades, research has shown a correlation between parental participation and children's academic achievement (Epstein, 2011).

Students are more likely to finish school when parents involved in their child education. Majority of people think that parental involvement is the best way to better the schools (Kooy, 2012). Thus, parental involvement is one of the most important factors to consider. As Newchurch (2017) indicated, for students to progress or succeed in school, it is important to boost parental involvement, which must be active. In one study, 2/3 of all the parents surveyed reported that their involvement is a must or is needed to help boost their child's academic performance (Public Agenda, 2012).

Parental involvement is crucial at all educational levels, from pre-primary education to secondary education (Oates, 2017). Parental involvement has big impact in the bond

between the students and their parents and in their creativeness, their emotional well-being, and their interest to learn in school (Kohn, 2013).

## **2.10 Factors that Influence Parental Involvement**

According to the research on parental engagement in education, the variables affecting parental involvement may be classified into three categories:

- Parents-related features
- School-related features
- Students-related features

### ***2.10.1 Parents – related features***

Numerous sociopolitical issues, such as socio-economic status and parents' unpleasant school experiences, might influence parental involvement (LaRocque et al., 2011). Research has shown that there are numerous barriers to parent involvement in a child's education. Padgett (2006) suggests reasons such as scheduling conflicts, lack of transportation, language barriers, and cultural differences as reasons many parents are hesitant to get involved with their child's school. Some of the factors that hinder parents in enhancing their children's academic performance are the family organisation, family income status, and ethnic background, quality of housing and social class. Parents should prepare a learning environment where the home and school are suitable for a child's learning (Epstein, 1995). One hurdle that parents/guardians have identified is a lack of or improper scheduling of communications between the home and the school (Barker et al., 2016,).

Barriers can also arise when parents' negative school experiences, either as a child or previously with older children, combined with their education level result in a sense of

incapability to help their children's academic achievement, which may end up causing parents to feeling inferior to school staff (Barker et al., 2016). Parents are more likely to be motivated to participate when they believe they have some control and influence over their child's learning (Ice & Hoover-Dempsey, 2011). Logistical concerns may make it difficult for a parent to attend school events. Participation in events such as parent-teacher conferences may be hampered by a variety of practical restrictions such as a lack of transportation, a busy work schedule, or the requirement for child care (Barker et al., 2016).

### **2.10.1.1 Demographic factors**

The present study regards demographic factors as including social factors (marital status of parents, availability of parents, gender and age child), environmental factors (parents' level of education), and economic factors (family income, parents' work status and availability of time to be involved) (Hayes, 2012). These factors play a greater role on the performance of a child at school (Bronfenbrenner, 1986). The implication is that children living in poverty-stricken homes, a lack of learning environment and proper care at home are more likely to perform badly at school.

Furthermore, children who lack these treatments will surely not be in the right mindset and ambition to take part in teaching and learning and in general part-take in school activities. According to Smit and Liebenberg (2003), it is imperative for schoolteachers and parents to provide students with safety, security and social support for children to perform better at school.



### **2.10.1.2 The parents' state of health and availability of parents at home**

According to Gwija (2016), the parents' state of health and availability or unavailability can serve as a barrier in involvement at school. Some parents do not attend school meetings owing to their state of health, time of the school meetings, and distance from the school to home and the unavailability of transport fare to attend the school meetings. Globally, there are families that are led by children owing to the death of their parents. Van-Wyk and Lemmer (2007) support this point of view in their study, when stating, "HIV/AIDS orphans, and vulnerability of students are often observed as a barrier on parental involvement in the education of their children."

### **2.10.1.3 Ethnic background and socio-economic status of parents**

Research has emphasized the significance of parental involvement as a fundamental factor in promoting student learning and well-being. At the same time, evidence underscores the influence of socioeconomic status (SES) on parents' ability to offer educational support, primarily attributable to disparities in the distribution of economic, social, and cultural resources within families (Harris and Goodall, 2008; Tan et al., 2020). Cooper (2010) stated that a family's socioeconomic position during kindergarten may have an influence on their children's transition through the early years of schooling. Furthermore, parents of higher socioeconomic class attempt to be more involved than parents with lower socioeconomic status (Domina, 2005).

According to Harris and Goodall (2008) the level of parent's involvement in their children's education is mostly influenced by the ethnic background and socio-economic status. Harris and Goodall (2008), state "Engaging all parents in children's learning improves both parental engagement and students' performance". Bower and Griffin

(2018) claim that, schools continue to struggle with increasing parental involvement with students of low socio-economic status. This is also common in former Model-C schools whereby the ‘African’ parent governors serving in the school governing bodies show reluctance in playing their full role as mandated by legislation (Mncube, 2009). This issue here is that researchers assert that parents from low socio-economic status do not have the ambition in helping their children to be successful in their educational endeavours.

In agreement, Henderson and Mapp (2002) state that, “regardless of parents’ ethnic background or socio-economic status parents can be involved in the education of their children, and students with involved parents are more likely to perform well academically, attend school regularly, and advance to post-secondary education”. Moreover, Bower and Griffin (2018) support this discussion; “families from lower socio-economic backgrounds expend considerable efforts, including more informal conversations and unscheduled visits to demonstrate their involvement with teachers and the school at large”. However, Bower and Griffin (2018) regard this less structured visit by schools and teachers as obtrusive. In conclusion, amongst the non-school factors of school performance such as socio-economic background, parents’ educational attainment, family structure, ethnicity and parental engagement, it is the latter which is the most strongly connected to performance and attainment (Harris & Goodall, 2008).

#### **2.10.1.4 Parents’ work commitment**

According to Harris and Goodall (2008), the parents’ work commitment is one of the most cited reasons for them not being involved in their children’s schooling. Lack of time and child-nurturing difficulties seems to be significant factors, predominantly for

parents who work full-time (Harris & Goodall, 2008). Bower and Griffin (2018) sustain this view in their case study that assessed the effectiveness of Epstein's model of parent involvement in high-poverty, and high minority elementary schools. The type of work done by parents affects their availability in school activities, therefore the school should set time and dates that suit parents.

### **2.10.1.5 Family structure and matrimonial status**

Astone and McLanahan (2001), for example, discovered that children raised by a single parent or step - parent receive less assistance and supervision than children raised by two parents. This study discovered an intriguing fact: children of single parents had a stronger urge to communicate with their parents. Potvin et al. (2009) found that the indirect impact of family structure on kids' academic achievement through parental aid is significant. Marital discord in the family can impact the amount of time parents spend with their children, resulting in low levels of participation. This shift is especially common for dads, because the number of children who reside with their moms following divorce is substantially greater (Astone & McLanahan, 2001). Another aspect impacting the extent of engagement is parenting style (Cooper et al., 2000). Mapp (2002) discovered that parents' personal experiences with parental participation as schoolchildren influence how they get active.

Moreover, it would be difficult for divorced parents, especially women, who are supposed to cook and wash clothes for their children and monitor their homework at the same time. Not just the child's gender, yet also the parent's gender, influences the amount of engagement (Feuerstein, 2000). For example, women spend more time than men dealing with their children's schoolwork (Jordan et al., 2001).

### **2.10.1.6 Parent linguistic and cultural background**

Cultural differences, parents' previous poor school experiences (Aronson, 1996) and a lack of mobility (Pena, 2000) are all seen to be relevant variables that affect parental involvement. Peterson and Ladky (2007) confirm “language itself is a barrier to successful parent involvement. Some parents lack confidence in their abilities to support their children in school work that uses a language they are struggling to learn”. Mncube (2009) states that parents with linguistic and cultural backgrounds different from those of the school culture are likely to be less actively involved in school activities compared to their ‘mainstream’ counterparts. Walker, Ice, Hoover-Dempsey and Sandler (2011) are of the view that the English language is a barrier for parents to be involved in schooling. Limited parental education, poverty, discrimination, and residential instability are also contributors to the lack of parent’s motivation for involvement in their children’s schooling (Walker et al., 2011). The implication here is that parents who only speak their local language be it Twi, Ewe, Gonja or Ga will find it difficult involving themselves in their children’s education.

### **2.10.1.7 Parents’ educational background**

According to studies, one of the elements influencing parental engagement is parents' educational status (Pena, 2000; Lee & Bowen, 2006; Jordan et al., 200; Baeck, 2010). For example, Lee and Bowen (2006) discovered that parents with a two-year or higher college degree attend much more school events or meetings, discuss about academic information with their children more frequently, and believe their children to be more academically successful. Parents with poor educational levels, on the other hand, may be less active since they do not feel more secure enough to approach school personnel (Lee & Bowen, 2006).

However, Pena (2000) discovered that parents with lower educational levels volunteer in much more sorts of school programs than those who had higher educational backgrounds. Parental level of education is a decisive factor in the educational attainment of their children (Mensah, 2013). Parents' level of education is important to schooling as parents want their children to maintain the status quo (Mallan, 2009). Nannyonjo (2007) makes some analysis to prove that students whose parents had some level of education tend to perform better academically. He compared the performance of students whose parents did not finish primary school and those who finished senior four or senior six or university and found that the latter performed considerably better. Okumu et al. (2008), in a study of socio-economic determinants of second cycle schools, found that high academic attainment of a mother and father significantly reduces chances of second cycle school dropout for students in rural and urban areas. For a mother, this phenomenon could be attributed to the fact that educated mothers reduce the time spent doing household chores while increasing the time spent with their children than their uneducated counterparts.

Mncube (2009) states that the level of education of parents in general, and the lack of parental knowledge on parent involvement in school activities were the major barriers presented in his study on parent involvement in school governing bodies. Walker et al. (2011) substantiate Mncube's view when stating that "language barriers, limited parental education, poverty, discrimination, and residential instability are the cause of poor parental involvement". This means that the more parents are educated, the more they see the relevance of consciously involving themselves educating their children.

#### **2.10.1.8 Emotional barriers**

Emotional barriers relate to the parents' consistency in the procedures used with the child and the parents' expectations on their child's academic outcome (Gwija, 2016). The parent's tendency of not meeting the child's school needs is the cause of poor performance in school; for instance, not providing books, uniform, school fees and not visiting the school regarding the child's academic performance and social challenges. In some homes, parents are unable to communicate about their children's school life. For example, by not asking how the school was on each day can serve as a barrier in a child's interest towards their education. The habit of not asking questions such, as "how was your day at school today? What did you learn today? Alternatively, do you have any homework today? This type of involvement creates the child's emotional security at school and home regarding their schoolwork. Children who have support at home are more likely to perform better in school (Gwija, 2016).

#### **2.10.1.9 Parental Belief**

Parents' beliefs can also act as a major barrier to effective parent involvement (Padgett, 2006). The way a parent views their role in their child's education can play as a major factor. For example, there are parents who believe that it is the school's sole responsibility to facilitate learning and that their role as parent is to just get their child to school. This type of parent is less likely to get involved with home based or school-based parent involvement (Padgett, 2006).

Another belief that is important to parent involvement is a parent's belief in their own ability to assist their child with their schoolwork. Parents, who may have a lower level of belief in their own ability, tend to avoid contact with schools, as they believe that

their involvement will not have any positive effect on their child's education (Zuback, 2015).

Another belief that plays a role in parent involvement is the parents' view on their own child's intelligence and how their child learns and develops their abilities. Parents who believe that their child's intelligence is fixed and achievement in school is based on a child's luck to possess high ability will feel no need to get involved in their child's education. These parents have the view that their child's ability in regards to achievement has a limit and that their intelligence depends on the intelligence of their parent (Zuback, 2015). These parents may view things such as parent/teacher meetings, encouraging homework or discussing furthering education as simply a waste of time since intelligence cannot be nurtured. On the other side of the spectrum, parents who have stronger beliefs that the way they bring up their children will have an impact on their intellectual development will have a stronger, more positive outlook on parent involvement over those parents that feel they have little impact on their child's development and education. Fan and Chen (2001) noted that parental expectations and aspirations were also related to student achievement. Another possible barrier to parent involvement is a parent's belief/perception about being invited to school to participate in activities that involve parental involvement. If parent involvement is not being encouraged by the teacher/school, the parent may feel that parent involvement is not important. It was found that parents are most effectively involved when teachers actively encourage parent involvement (Epstein, 2001). Parents who have great hopes for their children's future are more inclined to work hard to guarantee that those hopes are achieved.

Indeed, research reveals that educational and vocational goals are related to how parents influence their children's activities, learning environment and time (Murphey, 2002). Also, parents who have high self-efficacy in parenting are more positive, authoritative, and consistent in their relationships with their children than those who have low self-efficacy in parenting (Ardelt & Eccles, 2001; Bandura, Barbaranelli, Caprara, & Pastorelli, 2006). Furthermore, parenting self-efficacy has been recognised as a crucial driver of parental participation in education (Ardelt & Eccles, 2001, Hoover-Dempsey & Sandler, 2007). Another reason parents may not participate is because they do not see their engagement as a parental obligation (Deslandes & Bertrand, 2005); some parents believe that it is the role of the school to teach pupils (Carrasquillo & London, 2003).

### ***2.10.2 School related factors***

The level of participation of parents is most likely to be influenced by the school. Parents seem to be more eager and able to get involved in their children's learning if instructors appear to care about their well-being, convey respect for parents, and provide effective ways of communication with families (Hoover-Dempsey & Sandler, 2011). The school environment also has an impact on the extent of parental involvement in their children's education. Language used in the school becomes a major factor that influences parental participation (LaRocque et al., 2011). The language used in schools can be quite intellectual and academic (LaRocque et al., 2011), and most school personnel do not know how to communicate with parents who speak a different language (Aronson, 2006). Even when parents and instructors understand each other well, teachers' attitudes impact the extent of participation (Pena, 2000; Hornby & Lafaele, 2011). Furthermore, Pena (2000) discovered that parents expect the most significant stimulation from instructors, but that this stimulation is not always felt.



According to Comer and Haynes (1991), teacher requests presented in an acceptable and appealing school setting have a considerable influence on parents opting to get engaged. However, parents' roles in becoming involved are frequently unclear, and they may require explicit explanations from instructors regarding what they are required to accomplish (LaRocque et al., 2011).

FieldsSmith (2005) discovered that parents react more often to well-defined instructor requests. Furthermore, many parents face the reality of a muddled academic curriculum, which presents its own set of challenges: '...parents do suffer a large degree of bewilderment about what their children are doing in school' (Crozier, 2009). According to Mapp (2002), parents are more likely to become involved if they trust the attitude of school employees because "every parent wants to trust the school and to be trusted" (Deal & Peterson, 2009, p189).

### ***2.10.3 Students related factors***

Similarly, parents are more inclined to participate if they understand that not only instructors, but also kids, want them to (Hoover-Dempsey et al., 2001). Surprisingly, students' pleas for engagement can be overt or veiled based on a variety of criteria, particularly their desire for independence and academic accomplishment (Hoover-Dempsey et al., 2001). According to Crozier (2009), while parents commonly use their children's request for autonomy as a justification not to become involved, most students cherish and benefit from their parents' assistance. Remarkably, Hornby and Lafaele (2011) identified student age as a factor influencing parental participation. This is explained in relation to the downward trend in parental participation in the upper grades. Even pupils' gender can be a role in parental participation (Deslandes & Potvin, 2009; Carter & Wojtkiewicz, 2000).

According to Deslandes and Potvin (2009), male students' moms contact instructors more regularly than female students' mothers. According to Deslandes and Potvin (2009), male students' mothers contact instructors more regularly than female students' mothers. According to Cooper et al. (2000), male students' parents are more involved than females in primary school, while female students' parents are more involved than males in high school. Furthermore, Eccles and Harold (1996) found that parents of high-achieving students are more eager to participate in school-sponsored events than parents of low-achieving students.

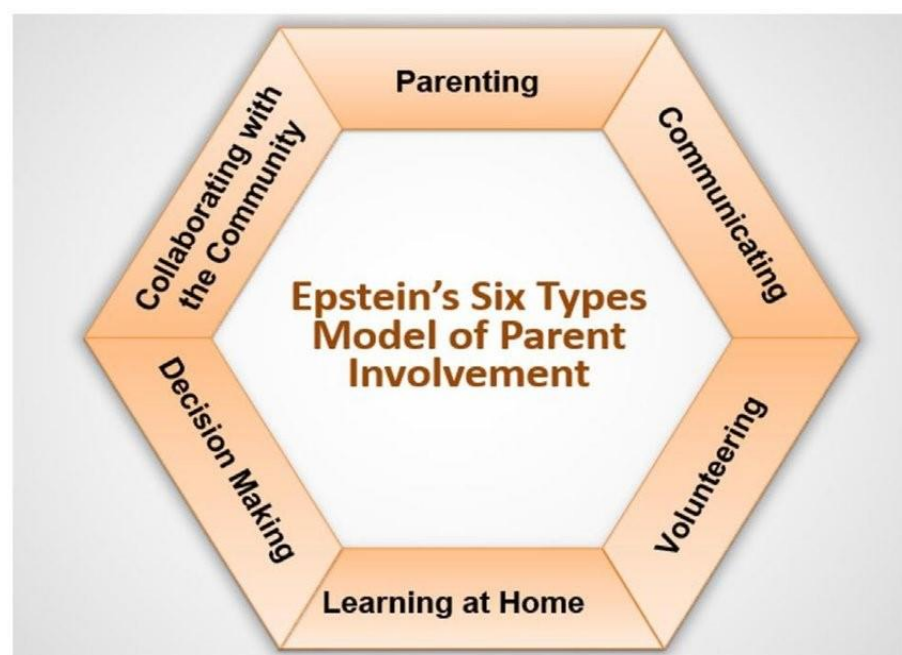
Ultimately, based on the studies reviewed above, it is feasible to state that the elements influencing parental engagement are as follows: a lack of curricular knowledge, a scarcity of time, attitudes and atmosphere of school personnel, the education level of the parents, school requirements, invitation for students, children's longing for autonomy, parents' perceptions about their ability to foster learning, the parents' unfavourable school experiences, inadequate funds for transportation, the income level of the parents, the family unit, parenting approach, the age of the students, the gender of the students, the gender of the parents, the degree of achievement of the students, parents' attitudes about parental responsibility, culture, and beliefs held by parents and among others.

## **2.11 Conceptual framework**

A conceptual framework, as defined by Punch (2014), is a depiction of major ideas or elements and their assumed relationship with one another. To conceptualise myriad approaches schools, home, and community might interact in fostering children's academic achievement, the researcher adopts Epstein's (1992, 1995) typology as the conceptual framework for this study. Joyce Epstein and colleagues envisioned parental

engagement in six forms of collaborative family-school relationships for the benefit of children in this framework (See Figure 2.1)

This concept categorises parental engagement into six distinct kinds as follows: *Type 1: Parenting* - assisting all families in developing parenting skills and creating a home atmosphere that supports children as students; *Type 2: Communicating* - developing two-way communication channels concerning educational programmes and children's success between school and home; *Type 3: Volunteering* - entails increasing recruiting, training, and scheduling in order to include families as volunteers and spectators for school performances; *Type 4: Studying at home* - giving families with information and suggestions on how to support children with their homework as well as other instructional materials, concerns, and planning; *Type 5: Decision-making* - entails involving families in school decision-making and establishing parent leadership and delegates on school committees and *Type 6: Partnering with the community* - finding and integrating community resources and services to enrich school activities, promoting a sense of collective responsibility for students.



**Figure 1. Epstein's six types model of parent involvement.**

**Source:** *Adopted from Epstein et al. (1997).*

Epstein's model may be used to build collective responsibility among families, educators, and other members of the public, as well as a tool for policy changes that result in more effective management and study in the field of parent collaborations in schools (Price-Mitchell, 2009).

Epstein (2011) expanded her theory to demonstrate, in real terms, what educators might do to encourage various sorts of family participation. For example, she outlined strategies for organising volunteers in the classroom, particularly at the high school level, and she proposed the concept of parent-child interactive homework (Epstein, 2011).

Epstein's model and typologies are relatively simple to comprehend and use, as demonstrated by Patte's (2011) study of preservice teachers' understanding of family-school relationships. This typology has elevated the relevance of family partnerships to the centre of educational research, policy, and practise (Nathans & Revelle 2013). Numerous research in the field of parental engagement investigated family-school relationships based on Epstein's six-types model of parental involvement, which is regarded a more school-centered model of parental participation (Epstein 2001; Nathans & Revelle 2013). However, there is a dearth of attention in this research on the engagement of parents/family in non-western cultural contexts especially Ghana. Regardless of the significance of the family-school relationship in children's development, we must face the fact that not every family is active in their children's learning, whether at home or at school. Furthermore, parents and/or family members

may seldom, if ever, speak with their children's teachers, and they may simply be unsure of how to create a home atmosphere that supports school-related activities (Epstein 2001; Ihmeideh and Oliemat 2015). As a result, it is the school's responsibility to draw families' attention to the significance of their involvement in this respect.

## **2.12 Summary of Literature and the Study Gap**

Literature reviewed showed that family or parental involvement in education increases student performance. This appeared in home-based parental involvement, school-based parental involvement and home-school communication. The parental role in education not only includes having direct involvement in schools, but also indirect or hidden behaviours such as discussing school, parent and family issues, while also conveying educational expectations roles parents are to play are crucial to the progress of their ward. Parents should be able to attend Parent-teacher Meetings. Parents should also participate in School Activities.

Parental participation offers schools with a vital chance to enhance present educational programmes by incorporating families into the education of children. Increased parental participation has been demonstrated to improve student achievement, parent and instructor satisfaction, and school atmosphere. Schools may foster parental participation, at-home learning, communications, volunteering, decision-making, and community engagement. Effective parental participation programmes are founded on a detailed examination of the community's specific requirements. Effective ways to parent participation focus on a strengths-based strategy that emphasizes good interactions in order to establish trust. Though details vary, many parent participation programmes strive to increase parent-school collaborative efforts in order to support healthy growth of children and safe and secure school communities.

Reciprocal respect and trust must exist between the family, school, and community. Schools must try to involve many parents and community people in their children's schooling through excellent partnerships in order to emphasize the significance of education. Finally, schools must create a friendly and inviting environment that make the school less frightening and much more pleasant for parents who have experienced poor school experiences.

However, it was noted in literature that certain factors hinder parents from involvement in their ward's academic achievement. Demographic factors including social factors, the parents' state of health and availability of parents at home, ethnic background and socio-economic status of parents, parents' work commitment and matrimonial status, parent linguistic and cultural background, parents' level of education, emotional barriers and parental belief are some of these factors.

Conducting this present study revealed that many studies on parental involvement have been conducted outside Ghana (Maphorisa, 2007; Caro, 2009; Flowers & Flowers, 2008; Blandin, 2016) while few studies (Kuyini & Abosi, 2011; Amponsah et al, 2018) have been done in the Ghanaian setting. There is no known study conducted on parental involvement in the Atwima Nwabiagya District. Consequently, this thesis is designed to bridge the existing gap by determining the influence of parents on the academic performance of their wards in Senior High Schools in the Atwima Nwabiagya District.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter describes the procedures adopted in examining parental involvement in academic performance of their wards' and its influence in their academic performance. The description covers the research paradigm, research approach, research design, study area, population of study, sample and sampling procedures, methods of data collection, data collection procedure, data analysis procedure and ethical considerations.

#### **3.1 Philosophical Underpinnings**

This study was supported by the positivist philosophy. Positivism, according to Richards (2003), refers to a branch of philosophy that grew to fame during the early nineteenth century, thanks to the works of the French philosopher, Auguste Comte. The theory assumes that reality exists independently of humans. It is not, however, negotiated by the senses of an individual, and hence ruled by immutable laws (Rehman & Alharthi, 2016). According to Rehman and Alharthi (2016), positivists try to understand the social world as the natural world. There is a cause-effect interaction between phenomena in nature, and they can be predicted with confidence in the future once identified.

Positivism believes in the scientific method of investigation and will be used in the natural world (Scotland, 2012). Positivists believe that different researchers will generate a similar result using the same statistical tools and following the same research

process while investigating large samples paving a path for context-independent universal generalization (Wahyuni, 2012).

Thus, it advocates the use of quantitative research methods (Kivunja & Kuyini, 2017). Positivists believe that there exists only one true reality which is apprehendable, identifiable and measurable (Park et al., 2015). Positivists prefer quantitative methods such as social surveys, structured questionnaires and official statistics because these have good reliability and representativeness. The positivist tradition stresses the importance of doing quantitative research such as large-scale surveys in order to get an overview of society as a whole and to uncover social trends, such as the relationship between educational performance and social class.

The advocates of this paradigm believe real knowledge can be gained through observation and experiments. Thus, positivists usually select a scientific method for knowledge production (Rahi, 2017). Positivism is also referred to as Scientific Method, Empirical Science, Post Positivism and Quantitative Research (Rahi, 2017). Hoyle et al., (2009) explained that reality stays stable of constant in positivism, and that can be viewed or represented by an objective. The same happens to the social world, for positivists. Since reality is context-free, various researchers working a given phenomenon at different times and locations will converge at the same conclusions.

Positivist methodology is very much focused on experimentation. Hypotheses about the causal relation between phenomena are brought out in propositional or question form. Empirical data is gathered and then analysed and expressed in the form of a theory that describes the independent variable's effect on the dependent variable. According to Rehman and Alharti (2016), the approach to analysing data is deductive; first, a hypothesis is suggested, and either accepted or rejected based on the results of statistical



analysis. To Cohen et al. (2007), the objective is to measure, control, predict, construct laws and ascribe causality.

Positivism is, therefore, criticised for its low-performance rate of researching individuals and social phenomena. According to critics, while objective and scientific approaches are sufficient for studying natural objects when implemented to social phenomena, they are not as effective (Rehman & Alharthi, 2016). There is an apparent dispute about whether it is acceptable for the social sciences or not to use positivist paradigms (Hirschheim, 1985). Since the researcher does not intend to influence the respondents of the study and wants to collect data on the influence of parents on their wards' academic performance, the study employed positivism as its philosophical underpinnings.

### **3.2 Research Approach**

This study employed quantitative approach. Babbie (2015) defines quantitative research as a strategy that focuses on quantification of data in terms of their collection and analysis. According to Yilmaz (2013), quantitative research can be defined as a phenomenon based on numerical data that are analyzed statistically. Quantitative research is formal, objective, rigorous, deductive and systematic strategies for generating and refining knowledge to problem solving (Kivunja & Kuyini, 2017). Its designs are either experimental or non-experimental and seek to obtain accurate and reliable measurements (Rahman, 2017). It consists of systematic observation and description of the characteristics or properties of objects or events for the purpose of discovering relationships between an independent (predictor) variable and a dependent (outcome) variable within a population.

The word “quantitative” means quantity or amounts (how many) information collected in the course of the study and is in a quantified or numeric form (White & Millar, 2014). Quantitative research explains phenomena by collecting numerical unchanging detailed data that are analyzed using mathematical based methods, in particular, statistics that pose questions of who, what, when, where, how much, how many, and how. It deals in numbers, logic, and an objective stance. It is original research in which the researcher decides what to study, asks specific, narrow question, collects quantifiable data from participants, analyze these numbers using statistics, and conducts the inquiry in an unbiased, objective manner (Creswell, 2014). It considers interpersonal relationships, personal values, meanings, beliefs, thoughts, and feelings with human beings. It manipulates variables and controls natural phenomena.

Quantitative approach was driven by investigators with the need to quantify data. Since then, quantitative research has dominated both local and foreign cultural as the research method to create new knowledge. In quantitative research, a variable is a factor that can be controlled or changed in an experiment (Wong, 2014). It deals with quantifying and analyzing variables in order to get results. It is strictly positivistic, objective, scientific, and experimental. It should be used when a highly structured research design is needed and can be naturally imposed on the experiment being conducted. According to Creswell (2014), the researcher needs to be totally objective; is not part of what he(s) observes, and does not bring his/her own interests, values, or biases to the research, and although the phenomena being captured may be complex, they can be broken down and assigned some type of numerical value.

Quantitative research methods deal with numbers and anything that is measurable in a systematic way of investigation of phenomena and their relationships. It is used to

answer questions on relationships within measurable variables with an intention to explain, predict and control a phenomenon (Bryman, 2012). In quantitative research, researchers decide what to study, ask specific and narrow questions, collect quantifiable data from participants, analyze these numbers using statistics, and conduct the inquiry in an unbiased and objective manner. The analysis of information from large samples almost inevitably requires quantitative methods (Yilmaz, 2013). According to Babbie (2015), statistical, mathematical or computational techniques are applied to obtain accurate results in quantitative research. Recently this type of research is widely used in business studies, natural sciences, mathematical sciences and social sciences.

The quantitative research data are collected through close-ended questionnaires. The type of data is in numerical form, such as statistics, percentages, graphs, etc. The data are used to develop and employ models based on the form of mathematical models, theories, and hypotheses to obtain the desired result. According to Kumar (2019), a research hypothesis is an empirically testable statement that is generated from a proposition, which is clearly stated relation between independent and dependent variables.

In the quantitative methodology, researchers use the scientific method that starts with the specific theory and hypotheses for research procedures and also attempt to achieve rich, real, deep, and valid data (Nwankwo, 2013). The researcher observed the world as objective and seeks measurable relationships among variables to test and verify their study hypotheses. Creswell (2019) posited that the findings from quantitative research can be predictive, explanatory, and confirming. The objective of quantitative research is to develop and use mathematical models, theories and hypotheses/propositions pertaining to phenomena.

### 3.3 Research Design

The study employed a causal-comparative research design to investigate the influence of parental involvement on the academic performance of students in senior high schools within the Atwima Nwabiagya District. Causal-comparative research, also known as ex post facto research, involves the comparison of existing groups of participants based on one or more independent variables to determine causal relationships between them (Gall et al., 2007). In this study, the independent variable is parental involvement, while the dependent variable is academic performance. By comparing groups of students with varying levels of parental involvement, the aim was to elucidate the impact of parental engagement on students' academic outcomes. This design was deemed appropriate due to its ability to examine causal relationships between variables while controlling for other factors that may influence academic performance (Creswell, 2014).

The justification for selecting a causal-comparative design lies in its suitability for investigating relationships between variables in natural settings where experimental manipulation is not feasible or ethical (Gay et al., 2009). Given the nature of the research question, which seeks to understand how parental involvement affects academic performance in real-world educational contexts, a causal-comparative design provided an effective means of exploring these relationships. Furthermore, the causal-comparative design allowed for the examination of parental involvement and academic performance within the existing school environment, without the need for intervention or manipulation by the researcher. This approach ensured that the findings were applicable to real-life educational settings and could inform practical strategies for enhancing parental engagement to improve student outcomes.

### **3.4 Study Area**

#### ***3.4.1 Geography***

The study was conducted at Atwima Nwabiagya District which lies approximately on latitude  $6^{\circ} 32'N$  and  $6^{\circ} 75'N$  between longitude  $1^{\circ} 45'$  and  $2^{\circ} 00'$  West. It is one of the 30 political and administrative districts in Ashanti Region. It is situated in the western part of the region and shares common boundaries with Ahafo Ano South and Atwima Mponua Districts (to the West), Offinso Municipal (to the North), Amansie-West and Atwima Kwanwoma Districts (to the South), Kumasi Metropolis and Afigya Kwabre Districts (to the East). It covers an estimated area of 294.84 sq km. The district capital is Nkawie (Atwima Nwabiagya District Assembly, 2014).

#### ***3.4.2 Population Size, Growth Rate and Sex Ratio***

The total population of the district, according to the 2010 Population and Housing Census was 149,025, with an annual growth rate of 1.6%. The male population for the district was 71,948(48.3%) in the year 2010 while that of females was 77, 077(51.7%). The population growth of the district is influenced mostly by its proximity to Kumasi. Most people who work in Kumasi use most settlements in the district as dormitory towns and with the high pressure on land in the Kumasi Metropolis, most people find the district suitable to reside in (Atwima Nwabiagya District Assembly, 2014).

#### ***3.4.3 Formal Education***

There are One hundred and eighty-one (181) kindergarten/nursery schools, one hundred and eighty-three (183) primary schools, one hundred and twenty-three (123) Junior

High Schools, and five (5) Senior High Schools in the district. There are also four (4) Vocational schools and one (1) Theological University in the district.

These schools comprised of public and private educational institutions that provide human resources development opportunities for children and youth in the district (Atwima Nwabiagya District Assembly, 2014).

#### ***3.4.4 District Economy***

The economy of Atwima Nwabiagya District can be classified under four broad categories namely Agriculture, Industry, trading and services. The Service industry employs 31.7% of the labour force, followed by Trade/Commerce which employs 25.9%, Agriculture, 22.8% and lastly, industry employing 19.6%. Although the district is sixty-eight percent rural and thirty-two percent urban, generally it would be expected that agriculture dominates the economy, however it should be noted that most of the settlements are closer to the urbanized communities and so are mostly engaged in service and trade activities (Atwima Nwabiagya District Assembly, 2014).

#### **3.5 Population**

Fraenkel and Wallen (2000) define population as the group to which the researcher would like to generalize the result of the study. The total population of this study comprised students and teachers in the two public Senior High Schools in the Atwima Nwabiagya District of the Ashanti Region as well as all parents who had their child enrolled in the two schools chosen for the study. The total population of students in Nkawie Secondary Technical and Toase SHS was 2500, with a total teacher population of 220 teachers. However, the target population for this study consisted of only form

three (3) students and parents of these form three students. Form three students were purposively targeted because they have been in school for a longer period.

The form three student population was 1100 in total, 545 students in Nkawie Secondary/Technical and 555 in Toase SHS, 220 teachers and rough estimate of 250 parent representatives in the school's PA meeting organized for parents of form three students in the two schools.

### **3.6 Sample and Sampling Technique**

#### ***3.6.1 Sample size***

Sampling means a process of selecting a given number of subjects from a defined population as representative of that population such that any statements made about the sample should also be true of the population (Orodho, 2009). According to Akinade and Owolabi, (2009), a sample of a study refers to any portion of a population selected for the study and on whom information needed for the study is obtained. He further states that a sample size of at least 10-20% or more of the target population is adequate for a descriptive study. The researcher opted to participate in both schools' PA meeting with form 3 students' parents.

Because the meeting was deemed crucial, a larger number of parents attended which gave the researcher the opportunity to administer parents' survey. Parents were significant in this study because they manage their children's affairs at home and are considered partners in the school decision-making process.

To conduct a document analysis investigating the impact of parental involvement on students' academic performance, the study employed stratified random sampling to select 200 students from the target population put into two strata: high parental involvement and less parental involvement.

**Table 1.1 sample Size for the study**

<b>Participants</b>	<b>Toase SHS</b>	<b>Nkawie SHS</b>	<b>Total</b>
Parents	100	100	<b>200</b>
Students	100	100	<b>200</b>

*Source: Field Data, 2022*

### **3.6.2 Sampling technique**

Probability and non-probability sampling techniques, specifically stratified random sampling, simple random sampling and purposive sampling techniques, were employed to sample participants for the study. Stratified random sampling was justified by Cochran (1977) as an effective method for populations with distinct subgroups, ensuring representation from each stratum for a more nuanced analysis. On the other hand, simple random sampling, as endorsed by Kothari (2004), was chosen for its unbiased nature, providing each member of the population an equal chance of selection, suitable for relatively homogeneous populations where each unit is independent. These techniques contribute to a representative and unbiased sample, enhancing the generalizability of study findings and minimizing selection bias.

A random sampling technique was employed to select four classes of Form Three students from each school. These students were categorized into two strata: Stratum 1 comprised students with high parental involvement, and Stratum 2 included students with less parental involvement. The researcher with the help of other teachers selected 50 students who were high performing students and 50 who were low performing students in each school with reference to students' academic records from three core subjects. This intentional selection aimed to capture diverse perspectives on parental involvement and its impact on academic performance, ensuring a comprehensive examination of the research question within the identified subgroups of students.



Subsequently, parents of these students were purposefully sampled using a purposive sampling technique, ensuring representation from both strata, and allowing for a comprehensive examination of parental involvement in the study.

### **3.7 Data Collection Instruments**

Data collection methods employed in this study encompassed the use of questionnaires and document analysis thus analysis of students' test scores.

#### ***3.7.1 Questionnaire***

The main data-gathering instrument was a questionnaire which was validated with the assistance of the researcher's supervisor. The data was collected using a self-designed questionnaire, supported by observations and school records. Some of the items on the parents' and teachers' survey on involvement approaches were adapted from Epstein's (2008) typology of parental involvement. A questionnaire is a research instrument used in a survey made of carefully constructed questions to obtain self-reported answers about general and personal issues (Gravetter & Forzano, 2009). This method was selected for several reasons including (a) they are suitable for originating content from respondents; (b) they are cheap to administer; (c) they can provide information about the internal meanings and ways of thinking of the respondents; (d) they are quick to control and turnaround; and (e) they can be administered to sample groups. The rest is the perceived anonymity by respondents that is likely to be high and thus boost open and frank participation; they are generally regarded as having high measurement validity (high reliability as well as validity) where they are better constructed and validated. Finally, close-ended items in the questionnaire can provide the exact information needed by a researcher; also close-ended items can be easily analyzed, and

they are generally viewed as useful for exploratory purposes as well as confirmatory purposes.

However, there were some cons associated with the use of the questionnaire, as noted here. These included: (a) they are required to be kept brief, and this brevity could preclude all the necessary information from being received; (b) reactive effects may occur in that respondent may feel compelled to respond in ways they find socially or contextually appropriate; (c) responses may be selective and not complete. Other disadvantages include respondents leaving out or failing to recall relevant information, open-ended items may indicate differences in written or verbal ability and therefore, complicate issues of interest and significance; and finally, data analysis can be very time-consuming for open-ended items. On balance, the researcher considered that questionnaire was most likely to serve best the research purposes concerning the students, given a large number of participants, the specific issues to be discussed, the time available to do so and the detailed analysis that was necessary after that. These questionnaires were meticulously crafted in accordance with the study's research objectives and comprised Likert scales, multiple-choice questions, and closed-ended questions to ensure standardized responses.

The questionnaires were specifically given to parents, identified as the primary participants, to address the first three research objectives, organized into four sections. In Section A, the questionnaire sought to collect crucial background information about the parents of the students involved in the study. Section B concentrated on the core of the research, exploring the level of parental engagement in their children's academic pursuits. Section C concentrated on assessing the degree to which schools actively involve or engage parents in their children's education. Section D was designed to identify the factors impeding parental participation in their children's educational

activities. This singular focus ensured that parental perspectives on involvement, school engagement, and factors hindering involvement were systematically captured. The questionnaires were distributed in print format. Designated personnel facilitated the distribution and collection process during the schools' Parent Association (PA) meeting sessions.

Data collection occurred within the context of these meetings to ensure a convenient and conducive environment for participation.

### ***3.7.2 Document Analysis***

To fulfill the fourth research objective, an analysis was conducted on the academic records of 200 students, dividing them into two distinct groups: one marked by high parental involvement and the other by low parental involvement, each group comprising 100 students. Within each school, a sample was selected, including 50 students from the low parental involvement category and 50 students from the high parental involvement category. Information related to students' academic achievements, specifically their test scores, was gathered from various sources. These sources included official school records and exam outcomes, covering three core subjects across two semesters. The three core subjects comprised Social Studies, English, and Mathematics. Rigorous data analysis procedures were enacted to uphold data accuracy and reliability. This entailed meticulous cross-referencing and validation of test scores against official records, thereby minimizing potential errors or discrepancies.

### **3.8 Validity and Reliability**

According to Patton (2002), an instrument is valid if it measures what it is intended to measure and accurately achieves the purpose for which it was designed. Validity

therefore involves the appropriateness, meaningfulness and usefulness of inferences made by the researcher on the basis of the data collected. The content validity of the questionnaire items was enhanced by drafting questions to find answers to the research questions posed in the introductory chapter. This was first evaluated by a colleague and further subjected to scrutiny by the supervisor of the work before being administered to the respondents. Some of the items were modified and the few that looked ambiguous were dropped. Wang (2006) explains that reliability provides information on whether the instrument is collecting data in a consistent way.

In the quest to find out how reliable the questionnaire items were, a pre-test reliability mission was undertaken by piloting the questionnaire to fifteen (15) parents' respondents in Toase Senior High School, one of the sampled schools in the district. These participants were drawn from the population with similar characteristics, but they were not included in the research sample. The pilot data was gathered in person by the researcher. The reliability of 11-item questionnaires was calculated using SPSS and Cronbach's alpha. The reliability of the 11-item questionnaire was computed using SPSS and Cronbach's alpha, yielding a coefficient of .85 which is considered appropriate.

### **3.9 Data Collection Procedure**

In order to successfully collect data for the study, an introductory letter was obtained from the Department of Social Studies Education introducing the researcher and the purpose of the research to the authorities in the Schools. Before the administration of the questionnaire, the researcher made preliminary inquiries in the selected schools to obtain permission from headteachers and teachers to conduct the study through an introductory letter. Parents' survey was administered during the school's PA meeting

with forms 3 students' parents. To distribute parents' questionnaire, the researcher was assisted by some teachers in the schools to administer parents' survey. (See Appendix A for parents' survey)

With the document analysis, sampled students' examination records in three core subjects over two semesters, were analyzed to explore the association between parental involvement and academic performance.

### **3.10 Method of Data Analysis**

At the end of the whole data collection exercise, credible checks were carried out to edit and warrant error-free data. Thus, prior to coding and data processing, all incomplete and inconsistent questionnaires were taken out appropriately. The error-free data was then processed using (SPSS) version 22. Moreover, the processed data was analyzed quantitatively using descriptive statistical tools such as percentages and frequencies. As to the statistical treatments, mean and standard deviation were utilized. The results obtained were presented in tables and discussed as well in chapter four.

### **3.11 Ethical Consideration**

According to Bateman (2012) it is necessary in every research to treat ethical issues with a high degree of caution. As such, ethical issues galvanizing the human subjects in the research were strictly adhered to. An introductory letter was obtained from the Department of Educational Administration. The study employed all the reasonable measures to ensure that the participants were protected from harm as a consequence of this research. The study protected the anonymity of the schools and that of all the participants in the study.

Participants were asked not to indicate their names on the survey given them. Again, the features of the questionnaires such as ease of completion and sensitivity of the questionnaires were considered. There were no biases towards any religion, race or culture. The consent of the respondents was sought before administering the survey. The names of the subjects were not mentioned during the course of the data collection with anonymity and confidentiality highly assured. Also, all cited sources were fully acknowledged.

### **3.12 Chapter Summary**

Chapter three of the research provides a comprehensive overview of the methodology employed to investigate the impact of parental involvement on students' academic performance. Rooted in a positivist philosophy, the study adopts a quantitative research approach using causal-comparative design. The research is conducted in the Atwima Nwabiagya District, focusing on two public senior high schools. The sample of 200 parents is selected through stratified and purposive sampling, with corresponding test scores from 200 students analyzed. Data collection instruments include questionnaires for parents, assessing parental involvement, school engagement, and barriers to involvement, and document analysis of students' test scores. The validity and reliability of instruments are ensured through careful design, validation, and pre-test reliability measures. Data collection involves obtaining permission, administering questionnaires during parent association meetings, and analyzing academic records. Data analysis encompasses descriptive statistics (percentages, frequencies, mean, and standard deviation) and inferential statistics like correlation analysis. Ethical considerations prioritize participant anonymity and confidentiality, aligning with the study's objectives and ensuring scientific rigor in the investigation.



## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION OF FINDINGS**

#### **4.0 Introduction**

Chapter Four of this research presents the results and a discussion of the findings obtained from the study. The objective of this chapter is to analyze and interpret the data gathered during the research to answer the research questions and to address the study's objectives. The results and discussions are presented in a structured manner to provide a clear understanding of the outcomes of the study and their implications

#### 4.1 Overview of the study

In this research, a Causal-Comparative research design was employed to gather insights from 200 parents regarding four primary objectives: assessing parental involvement in their children's education, investigating ways schools involve parents, and identifying constraints to parental involvement. To address the fourth objective, which focused on the relationship between parental involvement and students' academic performance, the study employed document analysis as the data collection method. Specifically, the examination scores of 200 students were scrutinized, and these students were categorized into two distinct groups: 50 characterized by high parental involvement and another 50 with limited parental involvement. This approach aimed to examine the multifaceted aspects of parental involvement, its influence on academic achievement, and the challenges that impede parents from actively participating in their children's educational journey. This chapter is divided into several sections, each corresponding to a specific research question or objective.

#### 4.2 Demographic Characteristics of respondents

Table 4.1 presents the demographic characteristics of the study's participants, consisting of 200 parents. This table provides crucial insights into the composition of the respondent group, offering a foundation for understanding their perspectives and experiences regarding parental involvement in their children's education.

*Table 4.1. Demographic characteristics of participants*

Variables	Categories	Parents	Percentage
<b>Respondents</b>		<b>200</b>	<b>100%</b>
<b>Gender</b>	Male	84	42%
	Female	116	58%
<b>Age range</b>	16-20	-	0%



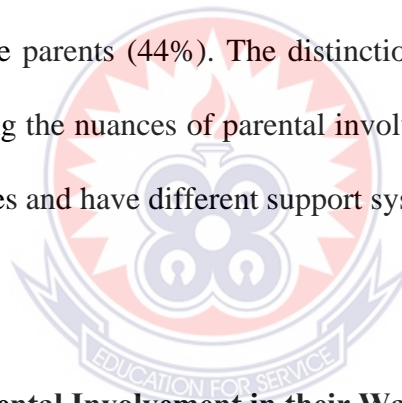
	21-23	-	0%
	35-40	53	27%
	41-50	98	49%
	51 and above	49	24%
<b>Educational qualification</b>	SSSCE/Tec/Voc. Institutes	49	24%
	Diploma/ O’/A’ Level	34	17%
	Degree	21	11%
	Master’s degree	3	2%
	No formal education	93	46%
<b>Occupational status</b>	Public/civil servants	28	14%
	Private businessmen/women	109	55%
	Farmers	63	31%
<b>Type of parent</b>	Single parents	88	44%
	Dual parents	112	56%

*Source: Field Data (2022)*

The gender distribution in the survey indicates a somewhat balanced participation, with a higher proportion of female parents (58%) compared to male parents (42%). While there is a noticeable difference, it falls within a range that could still be considered relatively balanced. This distribution suggests a moderate representation of both genders in the study, allowing for insights into parental involvement from different perspectives. The age range of the respondents is diverse, with the majority falling into the 41-50 age group (49%) and significant representation from those aged 51 and above (24.5%). Older parents might have distinct experiences and perceptions compared to younger parents, which could influence the study's outcomes. Educational qualifications of the parents vary, with the most substantial group having no formal education (46.5%). This is followed by those with SSSCE/Tec/Vocational Institute qualifications (24.5%), and a notable proportion with Diploma/O’/A’ Level education (17%). There are fewer parents with higher academic qualifications, such as a degree (11%) or master's degree (2%). The diverse educational backgrounds of the parents are essential to consider when examining their involvement in their children's education. It

is plausible that parents with higher educational qualifications may have different perspectives and capacities for involvement compared to those with limited formal education. Occupational status, highlights that private businessmen/women constitute the most significant group (55%), followed by farmers (31%) and public/civil servants (14%).

These distinct occupational roles may significantly influence parents' availability and ability to be engaged in their children's education. For instance, private businessmen/women might have more flexible schedules compared to public/civil servants, potentially impacting their involvement. Lastly, the classification based on the type of parent shows that the majority are dual parents (56%), with a substantial representation of single parents (44%). The distinction between these two groups is critical in understanding the nuances of parental involvement, as single parents might face different challenges and have different support systems compared to dual parents.



#### **4.3 The Extent of Parental Involvement in their Ward's Education in Atwima Nwabiagya District**

The first objective of the study aimed to assess the extent of parental involvement in their children's education in the Atwima Nwabiagya District. Participants were asked to rate their engagement across 10 items, with response options including 1 for "Not Involved At all," 2 for "Not Very Involved," 3 for "Somewhat Involved," and 4 for "Very Involved." Table 4.2 provides a detailed view of parental involvement in the education of students in the Atwima Nwabiagya District. In assessing parental involvement in the Atwima Nwabiagya District, it is evident that parents exhibited varying levels of engagement across different aspects of their children's education.

Starting with item 9, parents actively encourage their children to set academic goals and regularly review their progress, as indicated by the high mean score of 3.0 (SD = 0.7), with only 8 parents not involved in this aspect. A similarly commendable level of involvement is seen in item three, where parents actively provide encouragement and praise for their children's academic efforts and achievements, resulting in a high mean score of 2.9 (SD = 0.9).

However, there are areas where parents could enhance their involvement. For instance, while parents exhibit a moderate level of engagement in attending school meetings and events (M = 2.8, SD = 1.1), a substantial 65 parents were actively involved. The provision of educational resources and materials for home learning is moderately common (M = 2.5, SD = 0.9), but a significant 99 parents were not involved in this area, highlighting an opportunity to strengthen parental support for their children's learning outside the classroom. On the other hand, parental assistance with homework and academic activities received a low level of involvement (M = 1.9, SD = 0.7), with a noteworthy 109 parents not actively participating.

<b>Statement</b>	<b>NIA (1)</b>	<b>NVI (2)</b>	<b>SI (3)</b>	<b>VI (4)</b>	<b>Mean (M)</b>	<b>STDV</b>
1. I attend school meetings and events held by the school to stay informed about my ward's learning progress and ways to support them.	31 (16%)	48 (24%)	56 (28%)	65 (32%)	<b>2.8</b>	<b>1.1</b>
2. I actively engage in discussions with my ward about their educational goals and aspirations.	48 (24%)	69 (34%)	49 (24%)	34 (17%)	<b>2.3</b>	<b>1.0</b>
3. I provide encouragement and praise to my ward for their efforts and achievements in school.	21 (11%)	37 (18%)	89 (44%)	53 (26%)	<b>2.9</b>	<b>0.9</b>

4. I assist my ward with their homework and academic activities.	61 (30%)	109 (54%)	23 (12%)	7 (4%)	<b>1.9</b>	<b>0.7</b>
5. I actively monitor and discuss my ward's school assignments and grades.	93 (46%)	68 (34%)	28 (14%)	11 (6%)	<b>1.8</b>	<b>0.9</b>
6. I engage my ward in extracurricular activities related to their education.	89 (44%)	77 (38%)	21 (11%)	13 (6%)	<b>1.8</b>	<b>0.9</b>
7. I participate in school events and volunteering opportunities to support my ward's school community.	56 (28%)	89 (44%)	38 (19%)	17 (8%)	<b>2.1</b>	<b>0.9</b>
8. I stay informed and engaged with my ward's teachers and school staffs to ensure their educational needs are met.	45 (22%)	89 (44%)	47 (24%)	19 (10%)	<b>2.2</b>	<b>0.9</b>
9. I encourage my ward to set academic goals and regularly review their progress towards achieving those goals.	8 (4%)	33 (16%)	112 (56%)	47 (24%)	<b>3.0</b>	<b>0.7</b>
10. I provide educational resources and materials (e.g., books, educational apps) to supplement my ward's learning at home.	18 (9%)	99 (50%)	51 (26%)	32 (16%)	<b>2.5</b>	<b>0.9</b>
<b>Grand Mean/Grand Std. Dev.</b>					<b><u>2.3</u></b>	<b><u>0.9</u></b>

**Table 4.2 Extent of Parental Involvement in Their Ward's Education**

**Source: Field Data (2023)**

A similar trend is observed in item five, which pertains to active monitoring and discussion of school assignments and grades ( $M = 1.8$ ,  $SD = 0.9$ ), where a substantial 93 parents were not involved. Additionally, engagement in extracurricular activities related to their children's education is moderate ( $M = 1.8$ ,  $SD = 0.9$ ), with a substantial 89 parents not actively participating. Similarly, involvement in school events and volunteering opportunities is moderately common ( $M = 2.1$ ,  $SD = 0.9$ ), yet 89 parents were not involved in these activities. Engagement in discussions with their children about educational goals and aspirations is also moderate ( $M = 2.3$ ,  $SD = 1.0$ ), with a substantial 69 parents actively involved. Considering the grand mean score of 2.3 and

the grand standard deviation of 0.9, it is evident that, on average, parents in the Atwima Nwabiagya District are not very much involved in their children's education. This finding underscores the need for targeted strategies to enhance parental participation, ultimately enriching students' educational experiences.

The study findings from this are in alignment with literature and previous study findings on the role of parents in enhancing academic performance. The survey results provide insights into parental involvement in various aspects, including attending school meetings, engaging in discussions about educational goals, providing encouragement, assisting with homework, monitoring assignments and grades, engaging in extracurricular activities, participating in school events, and more (Avvisati, Besbas & Guyon, 2010; Borgonovi & Montt, 2012). In terms of assisting with homework, the study's findings reflect concerns expressed in Patall et al.'s work (2008), suggesting that too much parental involvement in homework may hinder children's autonomy, and the minimal variation underscores the need for more balanced involvement. Previous studies, such as those conducted by Driessen and Smit (2016), have highlighted the value of parental involvement in homework support and the positive impact on students' academic outcomes. The relatively low involvements in assisting with homework in the Atwima Nwabiagya District indicate a departure from this trend. Comparing these findings to the global context, recent studies from countries like the United States and the United Kingdom have reported a wide range of parental involvement levels (Harris & Goodall, 2018). These contemporary studies continue to underscore the significant impact of parental support on academic outcomes. However, they also emphasize that the extent and nature of involvement can differ widely due to cultural, economic, and social factors (Jeynes, 2012).

Again, the high parental involvement in encouraging academic goals echoes findings emphasizing the positive influence of parental support (Fernandez-Alonso et al., 2017), and the low variation underscores a consistent approach in this area. This active involvement corresponds to an exceptional level of commitment, which aligns with research from Asian countries like Japan and South Korea, emphasizing the strong cultural values placed on education and academic success (Kim & Kim, 2019). Additionally, contemporary research has emphasized the importance of parental engagement in extracurricular activities and the provision of educational resources to supplement learning. Studies have demonstrated that these forms of involvement can enhance students' cognitive development and overall academic success (Driessen & Smit, 2016). The lower involvement in these areas observed in the district may suggest a deviation from the recommendations provided by current research.

In summary, these findings underscore the importance of developing targeted strategies to enhance parental involvement in Ghana, particularly in areas where participation is currently limited. Achieving a balance between support and autonomy is crucial for optimizing the impact of parental engagement on students' educational experiences and outcomes.

#### **4.4 The Extent to Which Schools Engage Parents in Their Ward's Education in Atwima Nwabiagya District**

The second research question in the study sought to assess the extent to which schools in the Atwima Nwabiagya district engage parents in their ward's education. It aimed to provide insights into the level of collaboration and cooperation between schools and parents in the district to support students' educational journeys. The study employed a survey to evaluate parents' perspectives on the degree to which schools involve them in

their child's education within the Atwima Nwabiagya district. Participants were presented with a series of statements and were requested to express their agreement level using a 4-point Likert scale, where 1 corresponds to "Very limited engaged," 2 to "limited engaged," 3 to "Somewhat Extensive Engaged" and 4 to "Very Extensive Engaged ." The analysis of parental perceptions regarding the extent to which schools engage them in their ward's education in the Atwima Nwabiagya district reveals both positive aspects of parental involvement and areas that require attention. The analysis of parental perceptions regarding the extent to which schools engage them in their ward's education in the Atwima Nwabiagya district reveals that, on average, parents perceive the school's engagement as "Limited engaged" across the statements in the survey.

Delving into the analysis of individual statements, there are few positive aspects to highlight. Statement 2, which evaluates participation in school events, workshops, and activities, reveals a relatively positive outlook. A substantial 160 parents, constituting 80% of the respondents, indicated that they have "Somewhat Extensive Engaged" or "Very Extensive Engaged" in this regard. The mean score for this statement is 3.1, with a standard deviation of 0.8, indicating that a significant portion of parents feels reasonably engaged in school activities that support their ward's education.

***Table 4.3 Parents' Perception of the Extent of Schools Engagement Practices***

<b>Statement</b>	<b>VLE (1)</b>	<b>LE (2)</b>	<b>SEE (3)</b>	<b>VEE (4)</b>	<b>Mean (M)</b>	<b>Std Dev</b>
1. The school actively engages parents in decision-making processes related to the educational curriculum and activities.	180 (90%)	14 (7%)	6 (3%)	0 (0%)	<b>1.2</b>	<b>0.5</b>
2. The school encourages parents to participate in school events, workshops, and activities that promote our ward's education.	6 (3%)	34 (17%)	95 (48%)	65 (32%)	<b>3.1</b>	<b>0.8</b>
3. The school provides regular communication and updates to parents	160 (80%)	24 (12%)	12 (6%)	4 (2%)	<b>1.3</b>	<b>0.7</b>

about our ward's academic progress and school activities.						
4. The school actively seeks parents' input and feedback on ways to improve the educational experience for students.	95 (47.5%)	50 (25%)	44 (22%)	20 (10%)	<b>1.9</b>	<b>1.0</b>
5. The school collaborates with parents to address challenges or issues affecting students' learning and well-being.	54 (27%)	86 (43%)	31 (16%)	29 (14%)	<b>2.2</b>	<b>1.0</b>
6. The school provides opportunities for parents to participate in extracurricular activities and programs that enhance our ward's education.	152 (76%)	11 (6%)	25 (12%)	12 (6%)	<b>1.5</b>	<b>0.4</b>
7. The school has a clear and accessible system for parents to communicate with teachers and school staff about our ward's educational needs.	6 (3%)	24 (12%)	130 (65%)	40 (20%)	<b>3.0</b>	<b>0.9</b>
8. The school actively involves parents in initiatives to create a positive and supportive learning environment.	145 (72.5%)	50 (25%)	4 (2%)	1 (0.5%)	<b>1.3</b>	<b>0.5</b>
9. The school recognizes and appreciates the contributions and involvement of parents in their ward's education.	10 (5%)	35 (17%)	65 (33%)	90 (45%)	<b>3.2</b>	<b>0.9</b>
10. The school encourages parents to participate in school improvement committees or advisory groups that influence educational policies and decisions.	78 (39%)	61 (31%)	53 (26%)	8 (4%)	<b>2.0</b>	<b>0.9</b>
<b>Grand Mean/Grand Std. Dev.</b>					<b><u>2.1</u></b>	<b><u>0.8</u></b>

*Source: Field Data (2023)*

This indicates a positive facet of parental involvement within the district. Additionally, statement 7, which pertains to the school's communication system with parents, is another area where parents' perceptions appear to be more positive. A considerable 130 parents noted "Somewhat Extensive Engaged," making up 65% of the respondents. The mean score for this statement is 3.0, with a standard deviation of 0.9, further emphasizing that a significant majority of parents perceives the school's communication system as reasonably engaging. This positive aspect of parental involvement in the



school's communication reflects a healthy level of interaction between parents and the educational institution, with a moderate level of variation among responses.

Moving on to statement 9, the total percentage of parents who perceive that the school recognizes and appreciates their contributions and involvement amounts to 78%. The mean score for this statement stands at 3.2, with a standard deviation of 0.9, indicating that a substantial majority of parents feel valued and appreciated by the school for their contributions. This positive feedback demonstrates a strong degree of mutual recognition and acknowledgment of the crucial role parents play in their ward's education, with relatively consistent responses among participants.

On the other hand, there are critical areas that require further attention and improvement in parental involvement. For instance, statement 1, which explores the school's active engagement of parents in decision-making processes related to the educational curriculum and activities, reveals a challenging scenario. A significant 180 parents indicated "Very Limited Engaged," constituting a substantial 90% of the respondents. The mean score for this statement is notably low at 1.2, with a standard deviation of 0.5, emphasizing the pressing need to enhance parental involvement in critical educational decisions.

Analyzing statement 4, which assesses the school's proactive approach to seeking parental input and feedback to enhance the educational experience for students, the findings reveal a significant 72.5% of parents perceive the school's engagement in seeking their input as limited. Specifically, 95 parents marked "Very Limited Engaged," while 50 parents noted "Limited Engaged." The mean score for this statement is 1.9, with a standard deviation of 1.0, indicating considerable diversity in parental opinions about their level of involvement in providing feedback. These results underscore the

need for improvements in actively engaging parents in this crucial aspect of their ward's education

Statement 6, focusing on the provision of opportunities for parents to participate in extracurricular activities, reveals a more positive aspect. A substantial 152 parents indicated "Somewhat Extensive Engaged," constituting 76% of the respondents. The mean score of 1.5, with a standard deviation of 0.4, implies that there are reasonable opportunities for parental involvement in extracurricular activities, indicating a positive dimension of parental engagement, with relatively consistent responses among participants.

Statement 3, which pertains to the school's communication with parents regarding academic progress and school activities, reveals a mean score of 1.3, indicating limited parental engagement. A significant 160 parents indicated "Very Limited Engaged," with an additional 24 parents marking "Limited Engaged." This substantial proportion, approximately 92% of the respondents, believes that there is very limited engagement concerning the school's communication about academic progress and school activities within the Atwima Nwabiagya district. This response underscores the prevailing sentiment that the school's communication efforts in this regard are deemed insufficient for fostering meaningful parental involvement in the district.

Statement 5 assesses the school's collaboration with parents to address challenges affecting students' well-being and learning. The data indicates that around 70% of respondents perceive limited engagement, with 54 parents indicating "Very Limited Engaged," and 86 parents selecting "Limited Engaged." The mean score for this statement is 2.2, reflecting limited parental engagement, with a relatively high standard deviation of 1.0, suggesting varying opinions among parents regarding this aspect of

involvement. Statement 8 evaluates the extent to which the school involves parents in initiatives to create a positive and supportive learning environment. The data highlights that approximately 97.5% of parents perceive limited engagement in this area. A substantial 145 parents marked "Very Limited Engaged," while 50 parents indicated "Limited Engaged." The mean score for this statement is 1.3, indicating limited parental engagement, and the standard deviation is 0.5, suggesting some consistency in responses, albeit in the limited engagement category.

Statement 10 assesses the extent to which the school encourages parents to participate in school improvement committees or advisory groups that influence educational policies and decisions. The findings reveal that approximately 70% of parents perceive limited engagement in this area. A significant 78 parents indicated "Very Limited engaged," while 61 parents marked "Limited Engaged." The mean score for this statement is 2.0, indicating limited parental engagement and the standard deviation is 0.9, suggesting some variability in responses within the limited engagement category.

On average, parents perceive the school's engagement as "Limited Engaged" across the statements in the survey, with a grand mean score of 2.1 and a standard deviation of 0.8, indicating a moderately consistent overall perception. The findings of this study, which assessed parental involvement in the Atwima Nwabiagya district, echo several key themes in the existing literature on parental engagement in education.

Notably, the study aligns with research by Yamamoto, Holloway, and Suzuki (2016) that emphasizes the importance of teacher invitations for parental involvement (TIPI) and how the perception of teachers as inviting can influence parental engagement. The study's findings resonate with earlier research, particularly the work by Yulianti et al. (2019), which emphasizes the vital role of school leadership in promoting parental

involvement. It suggests that transformational leadership, as identified in prior studies, can enhance the encouragement of teacher invitations for parental involvement. This approach may help address the challenges uncovered in the present study (Yulianti et al., 2019). Additionally, the idea of establishing written policies to guide parental involvement, in line with the recommendations put forth by Heinrichs (2018) and Hornby and Witte (2010), becomes particularly pertinent in light of the study's results. The difficulties observed in areas like decision-making processes and communication could benefit from the formulation of explicit, documented policies that delineate how parents are involved in these aspects within the school environment.

Furthermore, the favorable aspects of parental involvement revealed in this study, especially in terms of communication and mutual recognition, align with recent recommendations from the National Association for Family, School, and Community Engagement (NAFSCE, 2021). NAFSCE underscores the significance of effective school-parent communication and emphasizes the importance of schools acknowledging and valuing parents' contributions to their children's education.

In conclusion, the findings of the current study underscore the significance of schools in creating an enabling environment where parents can actively engage and collaborate in their children's education. To address the challenges and limitations identified in the study, educational institutions need to implement transformational leadership, develop clear written policies for parental involvement, and improve communication strategies. This multifaceted approach will help foster a more meaningful partnership between parents and schools, ultimately benefiting students and their educational experience

#### **4.5 Factors that Hinder Parental Involvement in their Ward's Education**

The third objective of this study aimed to investigate the obstacles that impede parental involvement in their child's education. Understanding these challenges is essential for comprehending the difficulties parents encounter in actively participating in their child's educational progress. In this survey, parents were asked to express their agreement or disagreement with statements regarding hindering factors using a 4-point Likert scale. The scale ranged from 1 for "strongly disagree" to 4 for "strongly agree." A meticulous analysis of the data revealed that several factors hinder parental involvement in their child's education. These hindrances, as perceived by the parents, are multifaceted and include various work-related commitments, communication challenges, transportation issues, and personal time constraints.

Statement 1 focuses on work-related commitments, and it's clear that the majority of parents perceive this as a significant hindrance. Approximately 97.5% of parents either "Agree" or "Strongly Agree" that long working hour hinders their ability to actively engage in their ward's education. This high level of agreement, with a mean score of 3.3 and a standard deviation of 0.6, indicates a consensus on the impact of work-related commitments on parental involvement. Statement 2 addresses the lack of awareness about school events and opportunities for parental involvement as a hindrance. Approximately 85.5% of parents "Agree" or "Strongly Agree" that this lack of awareness has limited their participation. The mean score is 3.1, with a standard deviation of 0.8, demonstrating a significant level of agreement. This factor reflects the importance of improving communication and information dissemination regarding school events and opportunities to enhance parental involvement.

Statement 3 addresses language barriers or communication difficulties, with 93.5% of parents indicating that this is a challenge. The mean score is 3.7, with a low standard

deviation of 0.6, highlighting the consistent agreement among parents regarding this barrier.

**Table 4.4 Parents' Perception of Factors that Hinder Parental Involvement in their Ward's Education**

<b>Statement</b>	<b>SDA (1)</b>	<b>D (2)</b>	<b>A (3)</b>	<b>SA (4)</b>	<b>Mean (M)</b>	<b>Std. Dev</b>
1. Work-related commitments, such as long working hours, hinder my ability to actively engage in my ward's education.	2 (1%)	3 (1.5%)	125 (62.5%)	70 (35%)	<b>3.3</b>	<b>0.6</b>
2. A lack of awareness about school events and opportunities for parental involvement has limited my participation.	12 (6%)	17 (8.5%)	112 (56%)	59 (29.5%)	<b>3.1</b>	<b>0.8</b>
3. Language barriers or communication difficulties with school staff make it challenging for me to be involved in my ward's education.	4 (2%)	9 (4.5%)	22 (11%)	165 (82.5%)	<b>3.7</b>	<b>0.6</b>
4. The school's location or transportation issues make it difficult for me to attend school-related activities.	3 (1.5%)	11 (5.5%)	31 (15.5%)	155 (77.5%)	<b>3.7</b>	<b>0.6</b>
5. Personal time constraints, including family responsibilities and other commitments, affect my ability to attend school meetings and events.	9 (4.5%)	18 (9%)	55 (27.5%)	118 (59%)	<b>3.4</b>	<b>0.8</b>
6. Limited understanding of the education system and how to navigate it effectively hampers my involvement in my ward's education.	6 (3%)	17 (8.5%)	124 (62%)	53 (26.5%)	<b>3.1</b>	<b>0.7</b>
7. Insufficient support or guidance from the school in facilitating parental involvement has been a hindrance.	11 (5.5%)	32 (16%)	97 (48.5%)	60 (30%)	<b>3.0</b>	<b>0.8</b>
8. My ward's reluctance to involve me in their educational matters has hindered my participation.	5 (2.5%)	20 (10%)	100 (50%)	75 (37.5%)	<b>3.2</b>	<b>0.7</b>
9. Financial constraints or the cost associated with attending school meetings or events hinder my participation.	6 (3%)	24 (12%)	14 (7%)	156 (78%)	<b>3.6</b>	<b>0.8</b>
10. My own level of education influences my ability to actively participate in my ward's education.	10 (5%)	23 (11.5%)	103 (51.5%)	64 (32%)	<b>3.1</b>	<b>0.8</b>

*Source: Field Data (2023)*

Statement 4 explores the school's location or transportation issues as potential hindrances, with 93% of parents agreeing or strongly agreeing that these issues are challenging. The mean score is 3.7, with a standard deviation of 0.6, indicating a strong consensus on this factor. Statement 5 delves into personal time constraints, such as family responsibilities and commitments, affecting parents' ability to attend school meetings and events. About 86.5% of parents "Agree" or "Strongly Agree" with this statement, with a mean score of 3.4 and a relatively higher standard deviation of 0.8, suggesting some diversity in responses, but still demonstrating a substantial level of agreement.

Statement 7 highlights the role of school support and guidance in facilitating parental involvement. Approximately 78.5% of parents "Agree" or "Strongly Agree" that insufficient support or guidance from the school has been a hindrance. The standard deviation of 0.8 indicates a slightly wider range of responses compared to other statements. Statement 8 explores the role of the child in parental involvement, particularly the ward's willingness to involve parents. About 87.5% of parents "Agree" or "Strongly Agree" that their ward's reluctance hampers their participation. The mean score is 3.2, and the standard deviation is 0.7, demonstrating a moderate level of agreement among respondents. Statement 9 addresses financial constraints and associated costs of attending school meetings or events. Approximately, 85.0% of parents, either "Agree" or "Strongly Agree" with this statement, emphasizing the significance of this factor. The mean score is 3.6, with a standard deviation of 0.8, indicating a high level of agreement. Statement 10 considers the influence of parents' own level of education on their ability to participate actively in their ward's education. In this case, about 83.5% of parents "Agree" or "Strongly Agree" with the statement.

The mean score is 3.1, with a standard deviation of 0.8, indicating a moderate level of consensus.

In summary, the results highlight that these factors are generally perceived as significant barriers to parental involvement. Schools and educational institutions should take these findings into account to develop strategies that address these challenges and create a more supportive environment for parents, enabling them to be more actively engaged in their child's education. This, in turn, can contribute to improved educational outcomes for students. The current study's findings on the hindrances to parental involvement in their child's education resonate with previous research on this subject, as indicated by several scholars. One critical aspect that the current study highlights is the impact of work-related commitments on parental involvement. This aligns with research by Hill and Tyson (2009) that underscores how long working hours and the demands of employment can limit parents' ability to actively participate in their children's education.

Work-related commitments, as found in the current study, are indeed a substantial hindrance to parental involvement, emphasizing the need for schools and employers to consider flexible arrangements to accommodate working parents (Hill & Tyson, 2009). Furthermore, Jackson (2009) identified that as students' progress into higher classes, parents may perceive their children as more grown-up and self-reliant, potentially leading to reduced parental concern and involvement. This notion aligns with the findings in the current study, particularly in Statement 8, where parents mentioned their ward's reluctance to involve them as a hindrance. While Jackson focused on higher secondary classes, the underlying idea of changing parental perceptions and their impact on involvement remains consistent (Jackson, 2009).



Antoine (2015) emphasized a trend of declining parental involvement as students move into higher classes, citing factors such as increasing student independence and parents' perception of their children's maturity. These factors are reminiscent of the challenges identified in the current study, particularly the increased personal time constraints and the influence of parents' own level of education. Antoine's work suggests that as students mature, parents may feel less compelled to be actively engaged in their education, which is reflected in the lower agreement levels in Statements 5 and 10 in the present study (Antoine, 2015).

Moreover, Gwija (2016) explored factors that hinder complete parental involvement, including the absence of precise school policies to ensure parental engagement, a lack of regular meetings with parents, and parents' working conditions. The findings in the current study regarding work-related commitments and school support and guidance align with Gwija's work. In particular, the lack of regular meetings and insufficient school support mentioned by Gwija is reflected in Statements 2 and 7 of the current study (Gwija, 2016). One study by Liu and Gao (2022) sheds light on obstacles to parental involvement in children's education. Their research explores new teachers' perceptions and strategies to overcome these obstacles. While their focus is on teachers, their findings resonate with the current study.

In particular, the challenges related to communication barriers, as highlighted in Statement 3, and school support and guidance, as discussed in Statement 7, are also recognized by new teachers as factors impeding parental involvement (Liu & Gao, 2022). This parallel research underscores the relevance of addressing these barriers to enhance parental engagement in education. Furthermore, the work of Hornby (2011) titled "Barriers to Parental Involvement" delves into the various challenges that hinder parents from actively participating in their child's education. Hornby's research

provides insights into the obstacles faced by parents, aligning with several statements in the current study. Specifically, work-related commitments (Statement 1), lack of awareness about school events (Statement 2), and personal time constraints (Statement 5) are among the barriers discussed by Hornby.

This alignment between Hornby's work and the current study highlights the consistent challenges parents face in their efforts to be involved in their child's education (Hornby, 2011). In summary, the challenges identified in the current study are well-supported by previous research, emphasizing the importance of recognizing and addressing these obstacles to maintain and encourage parental involvement throughout a child's education. Acknowledging the impact of work-related commitments, changing parental perceptions, and personal time constraints, while also providing school support and guidance, can contribute to sustaining parental engagement and promoting better educational outcomes for students.

#### **4.6 of Parental Involvement on Students' Educational Outcomes and Academic Performance**

The final research question aimed to explore the effects of parental involvement on students' education Effects, focusing on understanding how parents' participation and engagement influence educational outcomes and academic performance. This investigation involved analyzing the academic records of 200 students, classifying them into two distinct groups: those with high parental involvement and those with low parental involvement, with each group comprising 100 students. Beyond descriptive statistics, the study employed inferential statistics, specifically correlation analysis, to examine the strength and direction of linear relationships between the variables of

interest, a statistical method used to assess connections between two quantitative variables.

The use of both descriptive and inferential statistics facilitated a thorough examination of the influence of parental involvement on students' academic progress and educational achievements. The data presented in Table 4.5 provides a comprehensive descriptive analysis of students' academic performance in English Language (ENG\_LANG), Social Studies (SOC\_STD), and Mathematics (MATHS). This analysis reveals a consistent and compelling pattern observed in the end-of-semester examination results over two consecutive semesters across these three core subjects.

**Table 4.5 Descriptive Analysis of Students' Test Scores**

<b>Parental Involvement</b>		<b>ENG_LANG</b>	<b>SOC_STD</b>	<b>MATHS</b>	
<b>less Parental Involvement</b>	Mean	39.9000	47.7400	41.9000	
	N	100	100	100	
	Std. Deviation	6.81909	2.43955	8.38427	
	Minimum	22.00	43.00	23.00	
	Maximum	48.00	51.00	54.00	
	<b>High Parental Involvement</b>	Mean	74.2200	75.2600	68.1000
<b>High Parental Involvement</b>	N	100	100	100	
	Std. Deviation	5.48575	5.80222	6.45945	
	Minimum	65.00	66.00	58.00	
	Maximum	81.00	81.00	79.00	
	<b>Total</b>	Mean	57.0600	61.5000	55.0000
	<b>Total</b>	N	200	200	200
Std. Deviation		18.31256	14.52097	15.12574	
Minimum		22.00	43.00	23.00	
Maximum		81.00	81.00	79.00	

**Source: Researcher's computation (2023)**

In English Language, students with high parental involvement achieve a significantly higher mean score of 74.22, compared to the lower mean of 39.90 observed in the less

involved group. The standard deviation values further enrich the analysis, revealing a tighter spread of scores in the high parental involvement group (5.49) compared to the more dispersed scores in the less parental involvement group (6.82). This suggests that not only do students with engaged parents perform better on average, but there is also greater consistency in their English Language scores. The minimum and maximum values accentuate this observation, with students in the high parental involvement group achieving a minimum score of 65.00, significantly higher than the minimum score of 22.00 in the less involved group.

Similarly, in Social Studies, the mean score for students with high parental involvement (75.26) significantly exceeds that of their counterparts with less parental involvement (47.74). The standard deviation values reinforce this observation, with the high parental involvement group exhibiting a lower standard deviation (5.80), indicating more consistent performance, while the less involved group shows a higher standard deviation (2.44), suggesting greater variability. The minimum and maximum values also contribute to this narrative, with a higher baseline of achievement in the high parental involvement group (minimum score of 66.00).

In Mathematics, the data underscores a significant difference in mean scores, with students benefiting from high parental involvement (68.10) outperforming those with less parental involvement (41.90). The standard deviation values further elucidate the analysis, revealing a narrower spread of scores in the high parental involvement group (6.46) compared to the wider range of scores in the less parental involvement group (8.38). The minimum and maximum values in Mathematics emphasize the impact of parental involvement, with a higher minimum score (58.00) in the high involvement group compared to the less involved group (minimum score of 23.00). Across all subjects, the consistent trend emerges that students with high parental involvement not

only achieve higher mean scores but also display lower variability in their academic performance. This holistic understanding, incorporating both mean scores, standard deviation values, minimum, and maximum values, emphasizes the multi-faceted impact of parental involvement, encompassing not only subject-specific knowledge but also the overall consistency, stability, and baseline elevation of academic achievement. Therefore, these findings underscore the significance of fostering and promoting parental engagement as a key factor in shaping positive educational outcomes for students across diverse subject areas.

### **Correlation Analysis of Parental Involvement and Academic Performance**

Spearman's rho correlation coefficients were chosen for the inferential analysis of parental involvement and academic performance in Mathematics, English Language, and Social Studies. This decision was based on the nature of the data, which may not have met the assumptions required for Pearson correlation (e.g., linearity and normal distribution). Spearman's rho is a non-parametric test that does not rely on these assumptions, making it suitable for variables that may not follow a linear relationship or have normally distributed data. This choice enhances the robustness and validity of the analysis, ensuring accurate insights into the relationships between parental involvement and academic performance in the specified subjects. Parental involvement exhibited a profound and consistently positive association with academic performance across multiple subjects, as evidenced by the high correlation coefficients of 0.868 for Mathematics, 0.868 for English Language, and 0.874 for Social Studies. These coefficients, well above the 0.7 threshold, reflect the strength of these relationships.

The accompanying p-values, all below 0.01, further emphasize the statistical significance of these findings, affirming that these correlations are not merely due to chance. This revelation is pivotal as it underscores the pivotal role of parental involvement in shaping academic outcomes. The implications are clear: as parental involvement increases, students are more likely to excel in Mathematics, English Language, and Social Studies.

**Table 4.6 Spearman's Correlation Analysis of Parental Involvement and Academic Performance**

		PI	Maths	Eng_Lang	Soc_Std
Spearman's rho	Correlation Coefficient	1.00	.868**	.868**	..874**
	Sig. (2-tailed)		.000	.000	.000
	N		200	200	200
<p><b>** Correlation is significant at the 0.01 level (2-tailed).</b></p> <p>NB: Independent Variables: Parental involvement (PI), Dependent Variable: Academic Performance in a) Mathematics (Maths), b) English Language (Eng_Lang), c) Social Studies (Soc_Std).</p>					

**Source: Field Data (2023)**

From the Table 4.6, the results showcased that students with high levels of parental involvement consistently achieved significantly higher mean scores in core subjects like Mathematics, English Language, and Social Studies, as well as exhibited lower standard deviations and narrower ranges, indicating more consistent and improved academic performance. The finding resonates with previous research conducted in Ghana and globally, demonstrating a remarkable consistency in the relationship

between parental engagement and academic success. This resonates with research conducted in Ghana by Amponsah et al. (2018), which also found a positive relationship between parental involvement and the academic performance of senior high school students in the Ashanti Mampong Municipality. Furthermore, the current study aligns with global research, such as the meta-analysis conducted by Jeynes (2016), indicating that parental involvement positively impacts academic outcomes. This global perspective strengthens the argument that parental involvement is a universal driver of academic success, regardless of cultural or regional differences. Additionally, the current study's findings regarding the positive correlation between parental involvement and academic performance are further supported by research conducted by Pandey and Thapa (2017) in the context of India.

Their study highlighted the influential role of parents in shaping the academic outcomes of school-going students, which is in line with the results obtained in the present research. Collectively, these findings underscore the significance of parental involvement in improving educational outcomes, both in the context of this study and within a broader international academic landscape. This consistent body of evidence serves as a strong foundation for advocating increased parental engagement to enhance student's educational achievements worldwide. These collective findings emphasize the importance of cultivating strong partnerships between schools and parents to enhance academic outcomes on a global scale.

The study's findings align closely with Epstein's Theory of Overlapping Spheres of Influence and the Behaviorism Learning Theory. Epstein's framework, emphasizing collaboration between home, school, and community, is reflected in the study's focus on assessing parental involvement and identifying constraints. The results support Epstein's idea that family and community participation enhances academic success

(Epstein, 2018). The study also incorporates Behaviorism Learning Theory, showing that positive reinforcement, such as parental involvement, contributes to academic excellence. The conceptual framework, based on Epstein's typology of parental engagement, categorizes involvement types—parenting, communication, volunteering, learning at home, decision-making, and community partnership. The findings illustrate the practical applicability of these frameworks, providing empirical evidence supporting various forms of parental engagement in influencing student outcomes.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.0 Introduction**

The study's key findings have been concisely described in this section, along with the conclusion and recommendations. Based on the study's findings, the researcher proposed areas for future research to provide a better and deeper insight into how to promote parental involvement in Senior High Schools in the country.

#### **5.1 Summary**

This study utilized a quantitative research approach and a quasi-experimental design to explore the influence of parental involvement on academic achievement. Carried out in the Atwima Nwabiagya District, the research focused on two public senior high schools. The study was guided by several objectives: evaluating parental involvement in their children's education, investigating strategies employed by schools to engage parents, identifying barriers to parental involvement, and examining the impact of parental involvement on students' academic performance. The data collection tools comprised questionnaires for parents and the analysis of students' test scores. The sample selection involved both stratified random sampling and simple random



sampling techniques, with a total of 200 parents participating in the study, and the academic performance of 200 students being subject to analysis. Data analysis encompassed descriptive statistical tools such as percentages, frequencies, mean, and standard deviation, as well as inferential statistics, including correlation analysis.

### **5.1.1 Key Findings**

The key findings of the study are summarized under the specific objectives that guided the research.

➤ **Objective 1: Assessing the Extent of Parental Involvement in Their Ward's Education in Atwima Nwabiagya District**

The assessment revealed that parents in the Atwima Nwabiagya District display varying levels of engagement in their children's education. Noteworthy strengths include active encouragement of goal-setting and praise for academic achievements. However, there are identified areas for improvement, with a considerable number of parents not actively participating in providing educational resources, assisting with homework, and engaging in discussions about school assignments. The overall assessment, with a grand mean score of 2.3 and a standard deviation of 0.9, indicates that parents, on average, fall into the category of "Not Very Involved." This underscores the need for targeted strategies to enhance parental participation and enrich students' educational experiences in the district.

➤ **Objective 2: Assessing the Extent to Which Schools Engage Parents in Their Ward's Education in Atwima Nwabiagya District**

The findings reveal that parents, on average, perceive school engagement in the district as "Limited Usage." Positive aspects include satisfactory participation in school events and positive perceptions of communication systems and recognition of parental contributions. However, challenges are evident in decision-making processes, seeking parental input for improvement, collaboration on challenges affecting students, and involvement in initiatives for a positive learning environment. The grand mean score of 2.1, with a standard deviation of 0.8, highlights a moderately consistent perception of limited school engagement.

➤ **Objective 3: Investigating Factors Hindering Parental Involvement in Their Ward's Education**

The key findings underscore several significant factors hindering parental involvement in their child's education in the Atwima Nwabiagya District. Parents overwhelmingly identify long working hours, lack of awareness about school events, language barriers, transportation issues, personal time constraints, limited understanding of the education system, insufficient school support, the child's reluctance to involve parents, financial constraints, and parents' own level of education as substantial barriers. Notably, work-related commitments, language barriers, and financial constraints stand out as particularly challenging, with high levels of agreement among parents. Addressing these multifaceted challenges is crucial for developing effective strategies to enhance parental engagement in their ward's education in the district.

➤ **Objective 4: Examining the Effects of Parental Involvement on Students' Educational Outcomes**

The findings reveal a profound impact of parental involvement on students' academic performance in the Atwima Nwabiagya District. Through a

comprehensive analysis of students' test scores in English Language, Social Studies, and Mathematics, a consistent pattern emerges: students with high parental involvement achieve significantly higher mean scores compared to their counterparts with less parental involvement. Notably, the higher involvement group not only outperforms in mean scores but also displays lower variability, suggesting a more stable and elevated academic performance. Corroborating these descriptive results, Spearman's correlation analysis establishes robust and statistically significant relationships between parental involvement and academic performance across all subjects. The high correlation coefficients, well above the 0.7 threshold, underscore the pivotal role of parental engagement in positively shaping students' educational outcomes.

## **5.2 Conclusion**

Parental involvement in education is a dynamic and multifaceted aspect crucial for shaping a child's educational journey. As scholarship in this field continues to evolve, this study contributes to the existing knowledge by shedding light on specific dimensions of parental engagement. The moderate level of parental involvement as revealed by this study suggests an area ripe for exploration and intervention in educational research. The findings contribute to the existing knowledge base by highlighting specific aspects of parental engagement, paving the way for further scholarly inquiry into effective strategies for enhancing collaboration between parents and schools. In terms of policy, education authorities may consider incorporating evidence-based approaches to foster increased parental involvement, ensuring that policies align with the identified areas of improvement.

The examination of schools' engagement practices with parents reveals a prevailing perception of "Limited Usage." This insight prompts discussions on the intricate dynamics of school-parent interactions, delving into factors influencing effective engagement. Education policymakers can draw upon these conclusions to advocate for comprehensive guidelines, fostering meaningful collaboration and aligning educational practices with contemporary expectations. Identification of hindrances to parental involvement, such as work-related commitments and language barriers, has broad implications for academia and industry. These findings prompt academic discourse on socio-economic factors impacting parental engagement, while in industry and policy realms, strategies to support working parents may be considered. A holistic approach addressing societal and structural factors affecting parental engagement is advocated for. The investigation into the effects of parental involvement on students' outcomes highlights a significant and consistent impact on academic performance. This extends beyond educational research, influencing policymakers to craft collaborative education policies involving parents. Industry professionals can recognize the potential positive effects of supporting employees in their parental roles, contributing to a more educated and skilled future workforce. Educators, in practice, can design interventions that empower parents for a more active and informed role in their children's education.

### **5.3 Recommendations**

The survey's findings lend credence to the necessity for policy interventions. The following interventions are required:

- The study recommends that the Atwima Nwabiagya District education authorities initiate awareness campaigns and workshops to educate parents about the diverse ways they can contribute to their children's education. Additionally, schools can establish platforms for regular communication with

parents to provide guidance on how they can effectively support their children's education at home.

- The study recommends that school administrators, supported by district education authorities, regularly assess their engagement strategies and establish formal mechanisms, like advisory committees, to actively involve parents in shaping the educational environment.
- To overcome hindrances, the study suggests community-based support initiatives, including after-work or weekend sessions for parent-teacher meetings. Close collaboration between district authorities and schools is crucial for flexible scheduling aligned with working parents, and leveraging technology offers a strategic solution for surmounting language barriers and enhancing parental involvement
- The study recommends that district and national education authorities prioritize the development of policies encouraging parental participation, which may involve creating incentives for schools, allocating resources for workshops, and establishing mentorship programs to enhance parental skills and strengthen engagement.

#### **5.4 Suggestions for further studies**

- Given the variety of family structures and the prominence of non-parental figures in students' lives, research on parental involvement should be expanded to focus on family involvement and how other parents and schools' demographics affect parental involvement
- Given the full context of students' and parents' lives, qualitative methodologies are critical in understanding the perspective of parents about their involvement. Qualitative research could distinguish each parent's

involvement, investigate the nature of student and parent interactions, and reveal the aspirations and values that guide parent and student behaviour.

- Further studies can be conducted to investigate students' school engagement from the perspective of teachers as well.
- Further research in a variety of settings is required to generalize the findings.

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## APPENDICES

### APPENDIX A

#### QUESTIONNAIRE FOR PARENTS

**Dear Respondent,**

I am a student of University of Education, Winneba pursuing MPhil. in Social Studies Education. As part of the programme, I am conducting a study into parental involvement in students' education. As a parent with a ward in this selected school, you have been chosen to participate in the study. This exercise is an academic one and the information you provide would be used as such. You assured of anonymity and confidentiality of the information you provide. Thank you.

#### SECTION A: Socio-demographic information of respondents

**1. Gender:**

- Male
- Female

**2. Type of Household:**

- Single Parent Family
- Dual Parent Family

**3. Age:**

- 35-40
- 41-50
- 51 and above

**4. Number of Children in the Household:**

- 1-2
- 3-4
- 5-6
- 7 and above

**5. Highest Level of Education:**

- A' / O' evel
- SSSCE / WASSCE
- Diploma
- Bachelor's Degree



- Associate Degree
- Primary education
- No Formal Education

**6. Occupation:**

- Formal Sector (Kindly specify):

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- Informal Sector (Kindly specify):

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**SECTION B: Extent of Parental Involvement in Their Ward's Education**

Please indicate the extent to which you are involved in your ward's education by selecting the most appropriate option for each statement.

For each statement, choose one of the following: 1 = Not Involved at All (NIA); 2 = Not Very Involved (NVI); 3 = Somewhat Involved (SI); 4 = Very Involved (VI)

<b>S N</b>	<b>Statement</b>	<b>1 = NIA</b>	<b>2 = NVI</b>	<b>3 = SI</b>	<b>4 = VI</b>
<b>1</b>	I attend school meetings and events held by the school to stay informed about my ward's learning progress and ways to support them.				
<b>2</b>	I actively engage in discussions with my ward about their educational goals and aspirations.				
<b>3</b>	I provide encouragement and praise to my ward for their efforts and achievements in school.				
<b>4</b>	I assist my ward with their homework and academic activities.				
<b>5</b>	I actively monitor and discuss my ward's school assignments and grades.				
<b>6</b>	I engage my ward in extracurricular activities related to their education.				
<b>7</b>	I participate in school events and volunteering opportunities to support my ward's school community.				
<b>8</b>	I stay informed and engaged with my ward's teachers and school staff to ensure their educational needs are met.				
<b>9</b>	I encourage my ward to set academic goals and regularly review their progress towards achieving those goals.				
<b>10</b>	I provide educational resources and materials (e.g., books, educational apps) to supplement my ward's learning at home.				

**SECTION C- The Extent of school's usage of parents in their ward's education**

Please indicate the extent to which you believe schools involve parents in your ward's education by checking the appropriate box for each statement:

For each statement, check one of the following: 1 = Very Limited Usage; 2 = Limited Usage; 3 = Somewhat Extensive Usage; 4 = Very Extensive Usage

<b>S N</b>	<b>STATEMENT</b>	<b>1 = VLU</b>	<b>2 = LU</b>	<b>3 = SEU</b>	<b>4 = VEU</b>
<b>1</b>	The school actively engages parents in decision-making processes related to the educational curriculum and activities.				
<b>2</b>	The school encourages parents to participate in school events, workshops, and activities that promote our ward's education.				
<b>3</b>	The school provides regular communication and updates to parents about our ward's academic progress and school activities.				
<b>4</b>	The school actively seeks parents' input and feedback on ways to improve the educational experience for students.				
<b>5</b>	The school collaborates with parents to address challenges or issues affecting students' learning and well-being.				
<b>6</b>	The school provides opportunities for parents to participate in extracurricular activities and programs that enhance our ward's education.				
<b>7</b>	The school has a clear and accessible system for parents to communicate with teachers and school staff about our ward's educational needs.				
<b>8</b>	The school actively involves parents in initiatives to create a positive and supportive learning environment.				
<b>9</b>	The school recognizes and appreciates the contributions and involvement of parents in their ward's education.				
<b>10</b>	The school encourages parents to participate in school improvement committees or advisory groups that influence educational policies and decisions.				

**SECTION D- Factors that hinder parental involvement in their ward's education**

The following are a list of statements that represent various factors related to parental involvement in education. Read each statement carefully and consider your own experiences, perceptions, and beliefs.

For each statement, mark the box that best represents your level of agreement or disagreement with the statement. Use the following as a guide: Strongly Disagree [1]; Disagree [2]; Agree [3]; Strongly Agree [4]

SN	STATEMENT	1 = SDA	2 = D	3 = A	4 = SA
1	Work-related commitments, such as long working hours, hinder my ability to actively engage in my ward's education				
2	A lack of awareness about school events and opportunities for parental involvement has limited my participation.				
3	Language barriers or communication difficulties with school staff make it challenging for me to be involved in my ward's education.				
4	The school's location or transportation issues make it difficult for me to attend school-related activities.				
5	Personal time constraints, including family responsibilities and other commitments, affect my ability to attend school meetings and events.				
6	Limited understanding of the education system and how to navigate it effectively hampers my involvement in my ward's education.				
7	Insufficient support or guidance from the school in facilitating parental involvement has been a hindrance.				
8	My ward's reluctance to involve me in their educational matters has hindered my participation.				
9	Financial constraints or the cost associated with attending school meetings or events hinder my participation.				
10	My own level of education influences my ability to actively participate in my ward's education.				

**THANK YOU FOR YOUR COOPERATION**  
**APPENDIX B**



**Students' Examination Records for Three Core Subjects****Frequency****Statistics**

		English Language	Mathematics	Social Studies
<b>N</b>	Valid	200	200	200
	Missing	0	0	0
<b>Mean</b>		57.0600	55.0000	61.5000
<b>Median</b>		54.5385 <sup>a</sup>	56.0000 <sup>a</sup>	58.5000 <sup>a</sup>
<b>Std. Deviation</b>		18.26649	15.08768	14.48444
<b>Minimum</b>		22.00	23.00	43.00
<b>Maximum</b>		81.00	79.00	81.00

a. Calculated from grouped data.

**Report**

<b>Parental Involvement</b>		English Language	Mathematics	Social Studies	
Less Parental Involvement	Mean	39.9000	41.9000	47.7400	
	N	100	100	100	
	Std. Deviation	6.78456	8.34181	2.42720	
	Minimum	22.00	23.00	43.00	
	Maximum	48.00	54.00	51.00	
	High Parental Involvement	Mean	74.2200	68.1000	75.2600
High Parental Involvement	N	100	100	100	
	Std. Deviation	5.45798	6.42674	5.77284	
	Minimum	65.00	58.00	66.00	
	Maximum	81.00	79.00	81.00	
	Total	Mean	57.0600	55.0000	61.5000
		N	200	200	200
Std. Deviation		18.26649	15.08768	14.48444	
Minimum		22.00	23.00	43.00	
Maximum		81.00	79.00	81.00	

**Frequency table****English Language**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 22.00	8	4.0	4.0	4.0
32.00	8	4.0	4.0	8.0
36.00	8	4.0	4.0	12.0
39.00	8	4.0	4.0	16.0
40.00	10	5.0	5.0	21.0
41.00	18	9.0	9.0	30.0
44.00	10	5.0	5.0	35.0
45.00	20	10.0	10.0	45.0
48.00	10	5.0	5.0	50.0
65.00	16	8.0	8.0	58.0
69.00	10	5.0	5.0	63.0
71.00	10	5.0	5.0	68.0
73.00	10	5.0	5.0	73.0
77.00	10	5.0	5.0	78.0
78.00	18	9.0	9.0	87.0
79.00	10	5.0	5.0	92.0
80.00	8	4.0	4.0	96.0
81.00	8	4.0	4.0	100.0
<b>Total</b>	<b>200</b>	<b>100.0</b>	<b>100.0</b>	

**Mathematics**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 23.00	10	5.0	5.0	5.0
36.00	10	5.0	5.0	10.0
38.00	20	10.0	10.0	20.0
43.00	10	5.0	5.0	25.0
45.00	20	10.0	10.0	35.0
46.00	10	5.0	5.0	40.0
51.00	10	5.0	5.0	45.0
54.00	10	5.0	5.0	50.0
58.00	10	5.0	5.0	55.0
60.00	10	5.0	5.0	60.0
65.00	10	5.0	5.0	65.0
66.00	10	5.0	5.0	70.0
67.00	10	5.0	5.0	75.0
68.00	10	5.0	5.0	80.0
69.00	10	5.0	5.0	85.0
71.00	10	5.0	5.0	90.0
78.00	10	5.0	5.0	95.0
79.00	10	5.0	5.0	100.0
<b>Total</b>	<b>200</b>	<b>100.0</b>	<b>100.0</b>	

**Social Studies**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 43.00	14	7.0	7.0	7.0
46.00	14	7.0	7.0	14.0
47.00	14	7.0	7.0	21.0
49.00	44	22.0	22.0	43.0
51.00	14	7.0	7.0	50.0
66.00	14	7.0	7.0	57.0
67.00	14	7.0	7.0	64.0
76.00	14	7.0	7.0	71.0
77.00	14	7.0	7.0	78.0
78.00	14	7.0	7.0	85.0
81.00	30	15.0	15.0	100.0
<b>Total</b>	<b>200</b>	<b>100.0</b>	<b>100.0</b>	