

UNIVERSITY OF EDUCATION, WINNEBA

**RELATIONSHIP BETWEEN PARENTAL INVOLVEMENT IN
PARENT ASSOCIATION (PA) AND STUDENTS' ACADEMIC
PERFORMANCE: A CASE STUDY OF AKUAPEM SOUTH**



MASTER OF EDUCATION

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of the Requirement for the Award of the Degree of
Master of Education
(Social Studies Education)
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DECEMBER, 2023

DECLARATION

STUDENT'S DECLARATION

I, **MARAH MASOPERH** hereby declare that this project with the exception of quotations and references contained in published works which have all been identified and acknowledged, is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Signature:

Date:

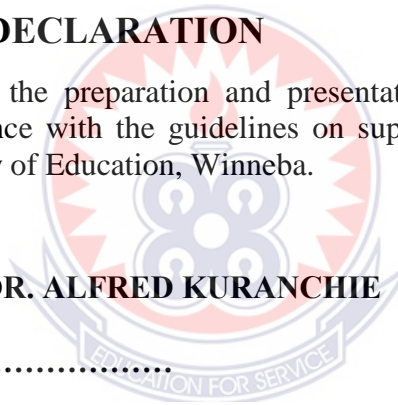
SUPERVISOR'S DECLARATION

I, hereby declare that the preparation and presentation of this project report was supervised in accordance with the guidelines on supervision of project reports laid down by the University of Education, Winneba.

Supervisor's Name: **DR. ALFRED KURANCHIE**

Signature:

Date:



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I also thank my children for their unceasing encouragement, support and patience.

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DEDICATION

This project work is dedicated to my family; My husband and children.



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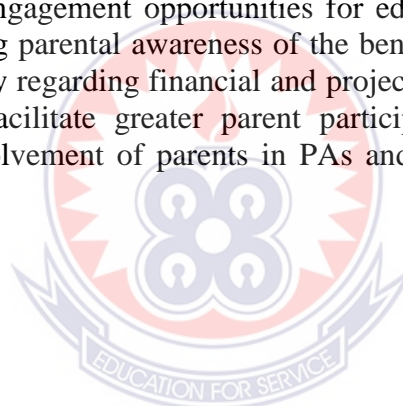
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ABSTRACT

This study explores strategies to enhance parental involvement in Parent Associations (PAs) within schools and examines the impact of such involvement on students' academic performance in the Akuapem South Municipal Assembly. The research addresses challenges faced by parents participating in PAs and aims to identify effective strategies to boost their engagement. Additionally, it investigates the correlation between parental involvement in PAs and students' academic achievements. Employing both positivist and constructivist paradigms, the study utilized a mixed-methods approach with an embedded research design. Data were collected from 418 participants, including PA Chairpersons, Headteachers, parents, and students from four selected schools in the Akuapem South Municipality, through purposive and convenience sampling. Data collection instruments included semi-structured interviews and the Basic Education Certificate Examination (BECE) results. Quantitative data were analyzed using multiple regression analysis, while qualitative data were examined through thematic analysis. The findings highlight the crucial role of parental involvement in PA meetings in influencing students' academic performance. A positive correlation was found between the frequency of parental attendance at PA meetings and students' success in the BECE, underscoring the importance of these engagement opportunities for educational outcomes. The study recommends increasing parental awareness of the benefits of attending PA meetings, enhancing transparency regarding financial and project matters, and leveraging social media platforms to facilitate greater parent participation. These measures could improve both the involvement of parents in PAs and the academic performance of students.



CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter looks at Background to the Study, Statement of the Problem, Purpose of the Study, Research Objectives, Research Questions, Significance of the Study, Delimitation, Limitation and Organization of the Study.

1.1 Background to the Study

Education is both a human right in itself and indispensable means of realizing other human rights (Darko-Asumande & Sika-Bright, 2021). It is globally comprehended that parental involvement contributes significantly to academic activities in schools. Such parental involvement takes many forms including good parenting in the home, including the provision of a secure and stable environment, intellectual stimulation, parent-child discussion, good models of constructive social and educational values and high aspirations relating to personal fulfilment and good citizenship; contact with schools to share information; participation in school events; participation in the work of the school; and participation in school governance (Desforges & Abouchaar, 2018). Such studies describe how parental involvement as a model of parenting works and influence indirectly through shaping the child's self-concept as a learner and through setting their aspirations. Such studies require local made investigation to describe their applicability and differences.

Strong involvement of parents in their children's education has long been associated with positive outcomes such as appropriate psycho-emotional development of the children and their subsequent success in academic performance (Powell, 2011; US, Department of Education 2014). Parental involvement in the formal school setting is usually through existing parents' teacher association (P.T.A). Parents Teachers

Association, as the name implies, is made up of parents and teachers and educational institution that meet on a regular basis to improve the overall quality of education of the students (Okumbe, 2021). While PTAs may have varying aims and objectives, depending on the countries where they operate from, they all have the same global and universal aims and objectives, (Iqbal et al., 2018; Machen, Wilson & Notar, 2005; Mirons, 2014). One primary objective of any PTA is to help enrich the educational environment and learning experience of all students through enhancing the involvement and interaction of parents and teachers (Machen, Wilson and Notar, 2005). Secondly, is to enhance the awareness of parents about the vital role they play in ensuring that schools provide quality education for the children (Mirons, 2014). Finally, well organized PTAs make the educational systems more self-governing and provide a mechanism for greater accountability for the quality of education provided by schools (Hung, 2017). Consequently, both parents and teachers have strong interests in enhancing the level of parental involvement in PTAs (Temel, 2001; Parker et al; 1999).

There is a growing body of research that suggests that successful parent involvement in PTA is positively related not only to good student behaviour and attendance but also to good student academic performance (Mirons, 2014; Charles & Senter, 2014; Johnson & Duffet, 2013; Iqbal, Tatlarand & Zafar, 2011). Conversely, inadequate parental involvement in PAs is likely to have dysfunctional outcomes. For example, the findings of a survey conducted in the United States of America suggests that approximately 20 percent of new teachers and 25 percent of school principals identified poor relationships with parents as a primary cause of stress in their jobs (MetLife, 2015). In sum, several scholarly studies strongly suggest that the extent of successful parental participation in PTAs is one of the significant indicators of the

quality of schooling that children receive and the level of academic performance (Miron, 2014; Charles & Senter, 2014; Johnson & Duffet, 2013; Iqbal, Tatlarand & Zafar, 2011; Desforges & Abouchaar, 2018).

Furthermore, the involvement of parents on children school achievement is so few in Ghana. But few studies have shown that parental involvement in PTA at early stage in children's learning, positively affects the child's school performance including higher academic achievement (Gadsden, 2013). Thus, parental involvement appears to be a democratic concern in terms of individual rights and as a way of making the educational system more self-governing and developing more power at the local level, allowing for greater accountability by schools to the society (Hung, 2017). This suggests that in general, society needs to increase its level of educational involvement, and that this starts with the support by the parents.

There is a need to support teachers and convince both parents and schools of the value of mutual cooperation. If there is positive contact between parents and teachers initially, it will minimize future negative incidents (Miron, 2014). Moreover, a growing body of research such as Charles & Senter (2014), Johnson & Duffet (2013) and Iqbal, Tatlarand and Zafar (2011), show that successful parent involvement in PTA improves not only student behavior and attendance but also positively affects student achievement. However, the findings of a survey conducted in the United States of America revealed that approximately 20 percent of new teachers and nearly one fourth of principals identify their relationships with parents as a cause of significant stress in their jobs (MetLife, 2015). There is, therefore, need for parents to step in through the Parents Teachers Association (PTA), and forge a good relationship between teachers and students, as this would go a long way in enhancing students' academic performance. Therefore, there is a need to conduct a study on the

effects of parent's involvement in PTA on students' academic performance.

1.2 Statement of the Problems

Several studies, specifically undertaken in the Ghanaian context, also suggest a strong relationship between parental involvement in PTAs and students' academic performance (e.g., Kwarteng et al., 2023, Owusu, 2017; Agezo & Dzinyelet, 2017; Darko-Asumande and Sika- Bright, 2021). The generalizability of the findings of these Ghanaian studies is strengthened by the fact that these studies were carried out in various parts of the parts of the country. For example, the Darko-Asumande and Sika-Bright (2021) study was carried out in central region (Cape Coast metropolis) while the Kwarteng et al (2022) study was carried out in the Upper West Akim District of Ghana.

While these studies were generally well done, a detailed review of these studies highlights two limitations. First, the different studies undertaken in the Ghanaian context suggest that there is low parental involvement in PTA and identify several obstacles stopping Ghanaian parents from fully participating in the PTA meetings. For example, both Kwarteng *et al.*, (2023) and Owusu (2017) point to the socio-economic status and income levels of parents as contributing to the involvement of parents participating in PTA. Agezo and Dzinyele, (2017) suggest that PTA's bad reputation in being seen as socially pressuring parents to make donations associated with the low parent involvement. Darko-Asumande and Sika-Bright, (2021), on the other hand, suggest that the educational levels of parents will be directly associated with their level of involvement with PTAs. Comprehensively studied and carefully categorized the several factors that are associated with the involvement of parents in PTAs. While several studies undertaken in Ghana have looked at the relationship between parental involvement in PTA and student's academic performance. A major

gap in research centred on the fact that, no studies have been conducted on the fact that no study has been instituted on P.A systems. consequently, the study does not know whether parental involvement in the newly constituted P.A would be associated in the academic performance of students. Therefore, this study sought to address this important question. This study will therefore seek to highlight and the factors that push parents from attending PA meetings and the factors that pull parents towards attendance of PA meetings. To investigate the relationship between parental involvement in PA meetings and students' academic performance, this study relied on students' academic performance.

1.3 Purpose of the study

This study is intended to examine ways to enhance parental involvement in the newly PAs in schools and examine the relationship between parental involvements in P.A and student's academic performance.

1.4 Objectives of the Study

Based on the identified problems above, the main objectives of this study are to:

1. explore the challenges facing parental involvement in PAs in Akuapem South Municipal Assembly.
2. ascertain ways by which parents' involvement in PA in Akuapem South Municipal Assembly can be comprehensively enhanced.
3. assess the relationship between parental involvement in PAs and students' academic performance in Akuapem South Municipal Assembly.

1.5 Research Questions

1. What are the challenges facing parental involvement in PAs in Akuapem South Municipal Assembly?
2. What are the ways by which parents' involvement in PAs in Akuapem South Municipal Assembly can be comprehensively enhanced?
3. What is the relationship between parental involvement in PA meetings and student's academic performance in Akuapem South Municipal Assembly?

1.6 Hypothesis

H1: There is a strong relationship between parental involvement in PA and the academic performance of the students.

H2: There is a negative relationship between parental attendance at PA meetings and the BECE Best Six subjects.

H3: There is a positive relationship between parental attendance at PA meetings and the overall BECE scores.

1.7 Justification of Objectives

Numerous studies indicate that parental involvement in educational activities correlates positively, with students' academic performance. By investigating this in Akuapem South, the study can provide localized insights and validate whether these broader findings hold in this specific context. Akuapem South has unique socio-cultural and educational dynamics that might influence the nature and impact of parental involvement. Examining these factors can provide a deeper understanding of how parental engagement translates into academic success in this region.

1.8 Significance of the Study

This study also advances research by using "objective measures" to confirm whether there is a relationship between parental involvement in PA and student's academic performance. The findings of this study would also help schools and communities to improve the levels of parental involvement in PA meetings by developing appropriate strategies for schools and for parents. It will also help inform the development and implementation of government education policies aimed at increasing parents' participation in school undertakings. Finally, I hope that this study may inspire other researchers to carry out further studies related to exploring the relationships between PAs and the academic performance of students.

1.9 Delimitation of the Study

There are two conceptual delimitation; first, while there were other ways of parental involvement in schools, the focus of the study was specifically on parental involvement to P.A meetings and the possible challenges facing parents' involvement in PAs. Second, while there are different types of students related outcomes such as attendance, positive behaviours, engagements in school activities, the study focused specifically on students' academic performance. There were two Population delimitation; First, while there was a wide range of levels of students in the basic sector, Lower primary, upper primary and junior high levels, this study focused specifically on the final year students of the junior high level in four (4) basic schools in Akwapem South. Second, This Study did not include any private basic schools in the municipal but only used government basic schools.

1.10 Limitation of the Study

First, the data was gathered in four different schools, While the data was gathered in the same municipal consequently, caution about the generalization of the findings of the study is required. Also, this is the first study of PA system from P.T.A, extrapolation on to other schools using this study should be limited. Also, anticipation that there would be difficulty to hear from all the parents. However, this study does not evaluate the economic status of the parents.

1.11 Definition of Key Terms

- **Academic performance:** refers to the outcome of learning in which the student's academic achievement is measured marks in classroom assessment and exam at the end of the school year.
- **Parental involvement:** refers to the amount of participation a parent has when it comes to schooling and her child's life.
- **PTA:** Parent Teachers Association
- **PA:** Parents teachers association is an organization which represents primarily parents of a given school.
- **Public school:** A school that is fully owned and managed by the government of Ghana. Parent: In a school setting, a parent could be a father/mother, a guardian, member the local community or any other person responsible for the school children.

1.12 Organization of the Study

The study consists of five Chapters. Chapter one presents the background to the study, statement of the problem, the purpose and specific objectives of the study. It further elaborates the research questions, significance of the study, limitations of the study, delimitations of the study, as well as detailing the definitions of terms and

organization of the study. Chapter two reviews related literature. Chapter three presents the methodological procedures for the study. Chapter four will present the findings of the study. Finally, chapter five presents the summary of the study, conclusion, recommendations and suggestions for further study.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This study examined the relationship between parental involvement in parent association (PA) and students' academic performance in Akuapem South Municipal Assembly. However, this section presents review of related literature that has relevance for the issue under discussion. Therefore, research results from domestic studies and from abroad were included together with the appropriate citations of different intellectuals.

2.1 The Parent Teacher Association (PTA)

Parent- Teacher Student Association is one of the most fundamental school supportive systems. According to Ajayi (2020), PTA is a democratic organization which attempts to bring parents and teachers together in the interest of the child. It is a formal link of communication on school matters between the teachers and parents. P.T.A is the volunteer child advocacy organization in schools. It is a not-profit association of parents, educators, students and other citizens active in their schools and communities.

However, PTA is an organization run by the representatives of parents of students, the local community and teachers in a given school with a role of highest decision-making body in the improvement of the school. The main role of the PTA is to build a strong relationship among parents and teachers in support of students, and its role of varies from one country to another, state to state and district to district. Silver (2006), defined responsibility is as the degree of autonomy in carrying out job assignments, the extent of vested authority over others; and accountability for task

accomplishment. Similarly, it is also a means of defining duties among group members. Parent Teacher Association (PTA) is a powerful organization affiliated with many schools across the country. It plays an integral role of how schools' function. As local and national organization of parent and teachers working together to improve the quality of education in a grass root level, promoting communication in a grass root level, involving parents in class room decision, promoting communication, events and fund raisers and even lobbying state and national legislatures on behalf of their students is very important.

In the context of Ghana, PTA is a committee that consists of parents, teachers, and headteachers (MoE, 2012). The PTA was founded on Feb. 17, 1897, as the National Congress of Mothers; membership was later broadened to include teachers, fathers, and other citizens. There are 52 state branches, including one in the District of Columbia and one in Europe to serve American dependents on military bases. Within the national framework, local PTA have a large measure of autonomy with which to design their own programs (National Congress of Parents and Teachers, 2010).

Furthermore, parent teacher association (PTA) plays an integral role in how schools' function for academic events. Competition in Mathematics, Science, History, Language, and Performing arts all help increase learning and proficiency. PTA organize, promote and host such event, PTA also organize students and serves as chairpersons for academic competition. It also involved in helping to choose the direct academic curriculum and textbooks. Here, parents' input is essential in such decisions and the PTA serves as the liaison between parents and the administration. PTAs help raise much-needed money by organizing and managing various fundraisers throughout the year. The money generated by these fundraisers may be

used to buy computers, sports or school uniforms, musical instruments for the band, books and other classroom supplies and materials or to bring in cultural events. Owauamanam (2018) wrote that most communities make financial contributions through the PTA levy and personal donations for the support of the schools in the communities. The author also submitted that communities participate in school administration by electing their members to the Board of Governors. Most PTAs raise money through event. They often hold one main event each school term for example, a Christmas fair in the winter, a quiz in the spring, and a summer fair. Other PTA events include school uniform sales, discos, firework of parents on enrolment attendance and retention of their children in schools.

2.1.1 Objectives of Parent-Teacher Association (PTA)

Even though PTA has a global theme objective, from one country to another, the objectives of PTA has slight difference in terms of educational polices and strategies. Hence, in Ethiopia, both in urban or rural school's PTA address the same purpose which makes congruence and a harmonious with the world- wide one. As USAID training Guide entitled, "Woreda and School Leadership Training Manual", has illustrated the following assertive objectives.

1. Strengthening the relation between parents and schools, enhance community participation in educational activities;
2. Creating favorable learning environment in the school;
3. Promoting a cultured relation between teachers and students in which the former understands the problem the latter and offer them the necessary academic psychological support.

Furthermore, a number of factors may have been forwarded for the establishment of Parent teacher Association (PTA) at school level. According to the Ethiopian Federal Democratic Republic Government, Ministry of Education (MOE), Educational Management Organization Community Participation and Finance Directive, (2012) suggests certain reasons directly contributed the occurrence of PTA. For instance, in the former Educational Organization a number of Committees were formed at the school level in order to create conducive atmosphere for the community, specially, for parents to be active participant in educational activities. On condition that the organized parent committees or school committees well performed, they have certain constraints.

These are:

1. They did not have a brief and precise short- and long-term Objectives;
2. The given duties were focused on administrative issues rather than teaching learning process.
3. The structures did not encourage the horizontal relationship of the community and the school; the schools did not have any invaluable support either from the parents or the community; apart this, the schools also could not offer any possible contribution for the community.

Therefore, in order to adjust such types of barriers, the government has confined the Parent- Teacher Association to Educational Organization in a new form.

2.1.2 Roles of Parents Teacher Association

Farrant (2014) notes that roles are the particular tasks or duties undertaken by people in the course of their work. A growing body of research suggests that parents play a

larger role in their children's education. According to Marchant, Sharon, and Rothlisberg (2010), parents are the primary agents of socialization in the society. They observe that it is within the family relationships that children learn their first lesson in social living and social behaviour. Parents are crucial agents of socialization in the society. This understanding is grounded in the observation that parents train the child on the roles of behaviour and thus set the child's basic personality pattern from early childhood to the adolescence (Nasibi, 2013).

Mabeba and Prinsloo (2019) argue that parents have a very important role to play in supporting teachers to maintain discipline in public schools. PTA can assess the school rules and values to make sure they are clearly stated and can be understood by the students. They should also ensure all students are treated fairly and without personal preferences or prejudice. Students should be encouraged by PTA to ask questions and are be counselled when they have problems or when they make mistakes. In addition, PTA should set a good example by not breaking rules such as not smoking or using drugs in school or at home (Nzuve, 2012). However, many parents or PTA officials have no time to go to schools and follow up on this, leaving all the above- mentioned activities to teachers. If these parents would get more involved in the student's school lives, many of the unrests could be avoided. This study sought to find out if parents in Ongata Rongai schools through the PTAs assess their children's school rules to see if they are clearly stated for easy understanding.

Abdulkareem and Oduwaiye (2018) reiterate that in the modern educational setting, it may be a great omission if parents leave the responsibility of managing schools to teachers alone. Parents must be at the forefront of ensuring that there is efficiency and effectiveness in the management of the schools where their children are schooling.

Abdullah, (2014) affirms that parents are the first teachers of students and they must play a major role in ensuring that their children's schools are properly managed. He further indicates that schools are situated in communities with parents hence the need to give them an opportunity to shape the destiny of these institutions. This study sought to find out if the parents in Ongata Rongai Division through their PTAs are involved in their children's school activities and whether they play any major role to ensure the schools are well managed.

Promotion of quality education has also been associated with parents involvement in the activities of schools. Mahmood, Majoka, Basharat and Syed (2012) carried out a study on the Role of PTAs for promoting quality education in Islamabad. The main aim of the study was to establish the effectiveness of PTA in Islamabad. The study involved 50 government secondary schools in Islamabad that were selected through stratified sampling. A Questionnaire was used to collect data from 5 teachers in each school and 50 PTA chair persons. The teachers were selected using simple random sampling technique, while PTA chair persons were picked using purposive sampling. The findings from the study confirmed that overall role of PTA is positive for promoting quality education in Islamabad. Other than the positive effects of PTA, it was also established that there were negative effects of PTA such as involvement of politics in schools. The overall position though indicates that PTA showed good performance in helping the management of schools on various issues but not on discipline matters. Although the study findings showed that PTA performed well in helping the management of schools in Islamabad, it did not involve all the stakeholders like head teachers and students in the study. They used only one instrument, questionnaires, to collect data which does not bring out in depth details of what is happening in the really situation.

Ekundayo and Alonge (2012) carried out a study on strengthening the roles of parent teacher association in secondary schools for better community participation in educational development in Nigeria. The study examined the traditional role of PTA in secondary schools in Nigeria. It used all the public and private secondary schools in Ondo State, Nigeria as the target population. Stratified random sampling was used to select 65 public schools and 49 private schools across the three districts in the state of Ondo. Data collected were analysed using

Pearson Product moment correlation and t-test. The findings confirmed that schools where the involvement of PTA was not strong had some serious problems to be addressed. The problems range from, inadequate financial support to the school, lack of appropriate cooperation between the school and parents, shortcomings in the management of school activities and many others. The study recommended that the roles of PTA should be strengthened through giving the PTA more involvement in educational financing and giving them more responsibilities in school administration. However, the study omitted the crucial role of PTA in maintaining discipline in the schools. The researcher tried to establish if the PTAs in Kenya and in particular Ongata Rongai Zone are active and fully involved in their schools' students discipline issues.

Okendu (2012) did an investigation into the role of the school board, the school head and the Parents Teachers Association in effective management of public secondary schools in Nigeria. The study relied on data from 251 secondary school teachers in Khana Local government area in Nigeria. He sampled 110 schools using cluster sampling technique. Simple random sampling was used to select 8 teachers from each school, making a total sample of 880. Data was collected by use of questionnaires

with survey research design. The study established that school heads perform a number of controlling functions which are very significant in the management of the schools. PTA were also found to have a significant impact on the management of various operations in schools, yet these two were not working together in harmony. Okendu (2012) further recommended that PTA and school heads' roles should be improved since they play a vital role that shapes the direction of public secondary schools in terms of management. Okendu did not say how the roles of PTAs and school heads should be improved. He did not interview school heads nor PTAs but only school teachers, yet he mentions them in his study as in the case of improving their roles. This study used three instruments of questionnaires, interviews and document guide to collect data, unlike Okendu who only used one which does not gather all the necessary information.

A lot of research has been done to understand the roles of Parents Teachers Association in schools. Moturi (1985) carried out a study on the role of PTA, a case study of State House Girl's Secondary School, Nairobi. The sample consisted of 10 parents and 8 teachers selected using simple random sampling. The only data collection instrument was a questionnaire. The study found out that the PTA acted as a link between the school and the parents in promoting understanding of pupil-teacher relationships and school development. The PTA had managed to construct facilities like the kitchen, swimming pool and boarding facilities. The study found out that 91% of the parents supported PTA activities in the school, that were meant to improve the students' welfare and academic performance. However, the study did not look at the roles of PTA in maintaining discipline in the school. A case study normally requires non-probability design of sampling techniques and qualitative data collection procedures like in-depth interview guides, and yet the researcher went ahead to use

quantitative sampling techniques in data collection procedures. The researcher did not interview the head teacher and the students in this case study and only used questionnaires instead of including other methods like interviews and document guide as required in a case study. He also did not look at the role of PTA in maintaining discipline in the school, leaving a research gap to be filled by this study.

Kimeu (2014) carried out a case study on the role of PTA in the development of schools in Kangundo Division of Machakos District. The study used a survey design and questionnaires were given to parents, teachers and students; while interview schedules were used on principals and PTA chairpersons. Stratified and simple random sampling was used to select the schools, parents, teachers and students; principals and PTA members were purposively selected. The study found out that PTA improved the relationship between the school and the parents. It also indicated that 62% rated their PTA as doing a good job, while 50% of the parents supported school discipline. However, the researcher did not try to establish the roles of PTA in enhancing discipline. Being a case study, the researcher could have combined the survey design with a naturalistic design since some non-probability sampling techniques were used. Just like Moturi, the researcher did not try to establish roles of PTA in enhancing discipline in the schools. The role of PTA in maintaining discipline in public secondary schools in Kenya has hardly been analyzed yet this is a disturbing issue that has led to destruction of property and even loss of lives. It is this distraction aspect that necessitates an urgent research on this discipline phenomenon.

A study done by Simatwa (2012) on management of student discipline in secondary schools in Bungoma County revealed that many infractions were experienced in secondary schools and headteachers used a wide range of methods managing student

discipline in schools. This included expulsion, suspension, caning, physical punishment, detention, reprimanding, kneeling, guidance and counselling, fining, rewards, self-commitment in writing to maintain good conduct, pinching, slapping and smacking. It was concluded that methods of establishing and maintaining student discipline in schools could not be applied wholesale, but they were contingent upon the environment. Thus, the effectiveness of each method depended on the tradition's ethos of schools and their environments.

Though the study by Simatwa (2012) ignored the contribution of parents in management of student's discipline, it brought to the fore the fact that teachers are still using illegal methods in management of students' indiscipline, a serious contravention of the Basic Education Act (2013). In support of Behaviourist theory, Driscoll (2019) asserts that negative reinforcement such as verbal confrontations, scolding, sarcasm, and corporal punishment, engender students' low self-esteem, accept hitting as a way to solve problems, creates mental and emotional depression, and will scar their relationships with parents, friends, and society throughout their lives.

In conclusion, it is seen that several studies have been done related to parental involvement in students' academic performance, but none focused on the relationship between parental involvement in parent association (PTA) and students' academic performance. So therefore, it is important to examine the relationship between parental involvement in parent association (PA) and students' academic performance. Yang, (2015) conducted a study on parents and teacher association in Taipei, Taiwan to examine the issue of parent association (PTA). The researcher examined role preferences, perceived effectiveness and barriers to establish appropriate collaborations in PI. The participants of study included 857 parents and 177 teachers

who were chosen from 41 private preschools and day care centers. The two questionnaires prepared for teachers and parents separately was used as a tool and both of the participants were required to answer the questions about preferences for direct and indirect PTA practices and whether parents would be effective in improving their children's performance through these practices, and which barriers caused parents not to participate in schooling of their children. The findings of study suggested that both parents and teachers were in favor of direct involvement practices, parents were slightly higher from teachers in role preference for direct involvement practices; teachers did not rate themselves as higher as parents in helping effectively to children through their participation and finally, although parents thought that they did not have many barriers in PI, teachers thought that they have many barriers in PTA.

Patte, (2021) carried out a study on parents, teachers and principal association. However, unlike Sample, the researcher also added students to the study. The purpose of the study was to document the parent association (PTA) practices of students, teachers, parents and principals at the elementary school level in Pennsylvania. The researcher used variety of techniques including observation, interview and analyzed the documents such as school letters and handbooks to collect data. Moreover, participants of the study provided information about the benefits of PTA in social and academic development of children, the barriers preventing to establish relationships and their thoughts about how to overcome them at the elementary school level. There were four results revealed from the study. First, schools and parents indicated that they were aware of PTA. Second, participants believed that PTA provided some benefits including increased academic achievement, strengthened relationships between parents and schools, and finally, increased self-esteem of students. Third, there had

been some barriers impeding to establish some involvement activities with parents that were related to both parents and schools. Finally, the sample of study provided information on suggestions to overcome these barriers as cooperation among the stakeholders, separating more time and working hard on PTA issues. In Turkey, the study that aimed to understand the issue of parent-school collaboration by means of the opinions of the administrators, teachers and parents was applied by Çeviş (2002). The researcher tried to examine the level of their existent and ideal partnerships between schools and parents and the level of their communications in primary schools of Denizli. The participants of the study consisted of 60 administrators, teachers and parents and survey method was used to collect data. Results of the study were that teachers held more positive attitudes in existent partnership and communication levels than parents, for the ideal partnership and communication levels, administrators scored above to other participants and parents had lower scores on the issues related to cooperation and communication levels.

The study carried out by Yaylacı, (2019) was another type of study conducted in Turkey with parents, teachers and administrators. The aim of study was to define the levels of successful school-home partnerships and the barrier to the success in elementary schools of Ankara. In order to collect data from 343 teachers and administrators and 336 parents, survey method was used. The findings of study made clear that parents were not involved in the program sufficiently according to administrators and teachers. All of the participants complained about lack of time and financial situations as barriers to parent association (PTA). They also reported that they did not have a course on PI; that administrators did not provide enough PI activities. Also, parents thought that they supported education at home but the other stakeholders in process; teachers and administrators, thought that it was not sufficient.

By using teachers, parents and principals as a sample.

Kazak, (2022) also conducted a study to examine the perceptions of participants about activities and problems related to PTA. The sample of study chosen randomly from 160 primary schools in Adapazarı, and questionnaires were applied to 32 principals, 101 teachers and 306 parents.

According to the findings of the study, all of the participants were satisfied with the visits, no problem was reported about principals' manner and parent meetings. However, it was thought that organizations supporting school-family communications were not working well and that school did not support written communication. Having mentioned the studies conducted with teachers together with parents and/or administrators, the studies only assessed the attitudes of teachers toward parent involvement are going to be concluded.

2.2. The Concept of Student Academic Performance

According to Bashir and Mattoo, (2012) Academic performance is the advancement of pupils going from one phase to another or obtains a score of issues which are in middle position to higher. Henderson and Mapp (2002) argue that pupil achievement is most usually limited by report cards and grades, grade point averages, enrolment in advanced years, attendance and staying in school, been advanced to the next stage, and improved behaviour. In this study academic performance refers to score in school examinations. The decentralization of school management to local school governance helps to make authority down to the school level and give pavement to better efficiency and effectiveness. It also requires the participation of stake holders such as policy makers, teachers , students ,parents and community members as per Worknesh, (2012), school-based management reforms that devolve decision making authority to the schools, for example, have had important effects on teacher's performance and

student learning by making schools more accountable to their communities.

Studies show that children whose parents are involved show greater social and emotional development (Allen & Daly, 2021), including more resilience to stress, greater life satisfaction, greater self-direction and self-control, greater social adjustment, greater mental health, more supportive relationships, greater social competence, more positive peer relations, more tolerance, more successful marriages, and fewer delinquent behaviours (Desforges & Abouchaar, 2018). These studies however do not specify how did the parents attending school functions and responding to school obligations helped to improve their children's schooling. In addition, most of these literatures reflect more on issues related to the participation of parents on children academic achievement with reference to developed countries experience.

2.4 The Contributions of PTA for the Improvement of Students' Performance

Parent teacher association ensures that teachers properly execute their teaching responsibility, support students to foster good ethical value and ensure that teachers are teaching in accordance with the interest, demand and rights of their students are functions and responsibilities of PTA (Ezenwaji et al., 2021). Besides, advice school principal and teachers who failed to discharge their duties and responsibilities and refer them to the Kebele Education and Training Board (KETB) is also another one.

Again, Jenberu (2018) asserted that school PTA possesses the following three functions and responsibilities. They are; Monitors how the programs of the school are properly implicated according to the schedule and provide the necessary support to the implementation of the decision together with the school management and PTA pursued students not to mismanagement their education and seek solution along with

parents to students who had already dropped out schools, and giving advice for students with disciplinary problem or punish those students who couldn't stop from wrong doings and submit a dismissal request to the principal and follow up the implementation. Moreover, provides incentive to teachers and other staff members with an exemplary performance is one of function and responsibilities of the association. Preparation of annual plan and doing the formulation of strategies and school directives are another functions and responsibilities. Besides drawing plan and get approval by the parent and teacher's conference at the beginning of the academic year and present the performance report in the middle and at the end of the year are all functions and responsibilities of PA. (MoE, 2002, cited in Jenberu, 2018). Moreover, the following two are responsibilities of the association. They are; motivate students not to drop out and find out solutions with dropout pupil's, and in collaboration with the directors, inviting parents in different meetings or conferences to strengthen parent-student relations and to find out solutions about school problems.

Provide opportunities for professional development for its parent members; establish multiple communication systems to ensure regular contact with members, and partner with other members of the school community to offer services to families and share resources are three function and responsibilities of PTA (Eyasu, 2018). Among many, the following three are also the associations function and responsibilities. They are; conduct outreach to its members to determine the needs and interest of membership, sustain parent involvement and participation in school activities, and plan activities designed to attract and recruit more parents to build a strong parents involvement program. Moreover, the following three are function and responsibilities of PTA. They are; identify uses of concern and work with educators to address issues, hold and support fund-raising activities to benefit the children and association, and help to

provide access to information and available educational resource to all the parents in the school (Eyasu, 2018).

2.4.1 Parent Teacher Association for academic achievements

According to Harris (2017), Parent association (PTA) plays an integral role in how schools' function for academic events. Competition in Mathematics, Science, History, Language, and Performing arts all help increase learning and proficiency. PTA organize, promote and host such event, PTA also organize students and serves as chairpersons for academic competition.

It also involved in helping to choose the direct academic curriculum and textbooks (Harris & Chrispeels, 2019). Here, parents' input is essential in such decisions and the PTA serves as the liaison between parents and the administration.

2.4.2 Parent Teacher Association for fund raising in students' Academic Performance

According to Sheldon (2016), PTAs help raise much-needed money by organizing and managing various fundraisers throughout the year. The money generated by these fundraisers may be used to buy computers, sports or school uniforms, musical instruments for the band, books and other classroom supplies and materials or to bring in cultural events. Most PTA raise money through event. According to Whitney (2019), the fund raised by PTAs are effective in terms of increasing their financial support to meet school related facilities and demands; increased teaching and learning materials for their children including textbooks, pens, pencils; and increased support in terms of children's academic activities including homework or assignments provided to pupils by their teachers.

2.4.3 Parent Teacher Association for social event

Social events provide an environment in which to promote learning. In order to create a better mutual understanding and closer links between the school and the community, members of the community as well as members of the PTA should be involved in organized school events such as sports, Seasonal festivals, cultural festival and other school activities. Social events promote learning by teaching students and other to work together in teams to meet shared goals (Yan & Lin, 2015). Oniyangi (2008) submitted that the school should make itself not only accessible to the community when community development activities are organized but also participate fully whenever called upon to do so. Local arts and crafts can be taught in schools but learning becomes more profitable when such local experts are involved in the training of the skills to the young ones. Therefore, the roles of the PTA must be strengthened in order to enhance better community participation in the schools. These contribute a lot for the academic achievement of the students at school.

2.4.4 Parent Teachers Association for Procedures

For different school organization and coordination of complex works, PTAs assist to develop procedures and protocols together with teachers and parents, the procedure that play significant role for the academic achievement of the students (Masue, 2010). According to Hung (2017), when children are sent to school and taken up from school, protocols and procedures manage how teachers, parents and students are doing it. To get comfortable and free place from danger for children to get out from and get in to the school compound, teachers and parents work together in the PTA.

2.5 Parental Involvement in PTA's (Key Ghanaian studies)

Parental involvement has long been recognized as a crucial factor in determining students' academic success. In Ghana, Parent-Teacher Associations (PTAs) serve as a

platform for parents to engage in their children's education and collaborate with schools.

The study by Kwarteng et al. (2022) emphasizes the positive impact of parental involvement in PTAs on students' academic performance. They found that parents who ensure their children study at home, provide educational needs, discuss progress with teachers, and attend PTA meetings regularly have children who perform better academically. This finding aligns with existing literature, such as Aucejo and Romano (2016), who highlighted the positive correlation between parental involvement and test score performance. Clinton and Hattie (2013) further emphasized the role of PTAs in fostering a collaborative relationship between parents and schools.

Kwarteng et al. (2022) recommend government intervention through the National Commission for Civic Education (NCCE) to educate parents, teachers, and school managers on the relevance of parental involvement, including participation in PTAs. This aligns with broader literature emphasizing the significance of collaborative efforts between schools and families. Goodall and Vorhau (2011) advocate for effective communication and partnership between schools and parents, including involvement in school governance structures such as PTAs.

The study by Kwarteng et al. (2022) suggests adult literacy enhancement as a means to improve parental education and, consequently, parental involvement in PTAs. This resonates with Ebong (2015), which highlighted the influence of family background, including parental education, on students' academic achievement. The interconnectedness of parental education, involvement in PTAs, and student academic performance is evident.

The study by Darko-Asumadu and Sika-Bright (2020) explores the challenges of parental involvement in PTAs in Ghana. Some parents view PTA meetings as a means of levying them, leading to a lack of desire to get involved. Additionally, parents, particularly market women, face challenges in participating due to busy schedules. Agyeman (2009) supported these challenges, emphasizing financial constraints and the perception of levies as barriers to community involvement in education. To address these challenges, Darko-Asumadu and Sika-Bright recommend schools to communicate with parents regularly, create a welcoming environment, and actively engage “hard to reach parents.” Epstein (1995) supports this recommendation, emphasizing the significance of ongoing communication and involvement in decision-making processes to enhance parental involvement in PTAs.

The literature provided above primarily focuses on Parent-Teacher Associations (PTAs) in Ghana and their impact on student academic performance. However, a gap in the literature emerges when considering the more recent Parent Associations (PAs) initiated in Ghana in 2013. The literature does not specifically address the differences, similarities, or potential effects of the transition from PTAs to PAs on parental involvement and student outcomes. The establishment of PAs in 2013 represents a significant shift in the organizational structure and dynamics of parental involvement in Ghanaian schools. Therefore, further research is needed to explore the specific characteristics, functioning, and impact of PAs, as well as the challenges and opportunities they present for parental involvement and student academic performance in Ghana.

2.6 Challenges that affect the Parental Involvement in Parental Association (PTA)

The effective administration of secondary schools could be hampered where the PTA is not performing its roles as expected. A careful examination of the secondary school system suggests that there are some challenges that hinder the effective and smooth relationship between the association and the schools (Alonge & Ekundayo, 2012). Some of these are examined as follows:

2.6.1 Inadequate funding

Inadequate funding is a major problem facing the educational institutions from the primary level to the university level. Alonge and Ekundayo (2012) remarked that the success of any educational system depends on the amount of resources available to it. Money is an input of any educational system that provides the essential purchasing power with which the system acquires its human and physical inputs (Adepoju, in Alonge&Ekundayo, 2012). The author further argued that with little supply of money, education becomes helpless, while with ample supply, its problems become manageable even though they do not vanish. However, Ajayi (2020) observed that the major problem that compounds schools' financial inadequacy is irregular payment of school fees and PTA levy; and inadequate financial support of the PTA. It is believed that money generated through this medium would help complement governments' effort in the provision of fund for secondary schools.

2.6.2 Inadequate Facilities

The challenges of physical and instructional facilities seem to hinder effective performance of the schools (Alonge & Ekundayo 2012). Effective running of schools to achieve predetermined goals can hardly be without sufficient facilities to aid teaching and learning. Alonge and Ekundayo, (2012) meanwhile, the state of inadequacy of facilities in most secondary schools is manifestation of poor funding of

the system.

2.6.3 Lack of Cooperation Between the School Authority and the Parents

It has been observed that some school principals do not involve the parents in administration of the schools for the fear of being criticized. Fehrman, Keith and Reiners in Alonge and Ekundayo (2012) argued that most parents would like to play a more active role in their students' progress in schools and decision making about school programmes but school administrators/ principals and teachers exhibit a great reluctance to encourage parents to become partners in governance. The non-involvement of parents in school governance results in lack of cooperation between the school and the parents which invariably limits the extent to which the schools can perform.

2.6.4 Poor Supervision of Schools

According to Alonge and Ekundayo (2012) schools are not well supervised by the agents involved. However, they categorized the supervisors of schools into:

- i. **Internal supervisors:** deals with the within-the school supervisors such as principals, vice-principals and heads of departments;
- ii. **External supervisors:** deals with the outside-the school supervisors in which the PTA is part. The primary responsibility of the supervisors is to see that schools are run in accordance with the laid down regulations. The negligence of this area of responsibility seems to hinder effective teaching-learning activities in the secondary schools.

2.7 Measures to Enhance parental involvement in Parental Association (PTA)

There are many things that should be done to enhance parental involvement in their children's schools at secondary level, but the success of any program will depend on the support and willingness of the headteacher to incorporate parents in his/her school activities. Some school heads have an open communication system with parents, in which parents are encouraged to give their ideas, opinions and suggestions to school matters (Ekundayo & Alonge, 2012). The principals are the key contributors to helping parents and other educators understand each other and work together to achieve their schools' objectives. According to Simatwa (2012), the school must convince parents that they are meeting their objectives by maintaining good discipline and high academic standard in order to enjoy more support from them. The study sought to find out if the school heads in Ongata Rongai Zone cooperate with parents through PTAs to enhance their involvement and support in maintaining discipline in order to achieve the schools' objectives.

The primary aim of the PTA is to foster good relations between parents and the school and to encourage parents to support the school in all ways possible. Once there are good relationships among all the stakeholders, the school goes a long way in achieving its' goals and objectives. External support systems or networks are found in all educational institutions in the world and have been widely used in many ways to achieve educational aims and objectives.

In Ghana, PTA, should form a mutual understanding and work together for the benefit of the schools they represent (Republic of Kenya, 2013). Bakhada (2014), states that, schools should maintain a close relationship with parents through PTA, by taking time to explain the different aspects of the school and encouraging their participation, as this will result in good performance. He further reiterated that better

communication should be established between the school and the parents; two-way formal and informal exchanges, between teachers and parents on regular basis are very important.

It is not only the schools that should reach out to parents, but parents should also reach out to schools through PAs and offer suggestions and solutions to school issues. Kabuya (2010) contends that parents should ensure that good moral values exist and are practiced at home and in the community. Children imitate what they see; so, parents should be role models. Kabuya goes on to say that parents should nominate parents with leadership qualities and relevant expertise to the school's PTA officials. Such leaders should be capable of offering optimum education solutions to school's problems, especially of discipline cases, be committed and willing to attend all PTA meetings.

Lin (2010) reiterates that while parents may not attend school with their children each day, they can still exert some control over their children's behaviour. By creating a system in which parents are held accountable for their child's in-class behaviour, schools can give parents increased motivation to work on teaching their children the norms of appropriate behaviour. While this system can be difficult to implement, with proper structure and support it can be an effective way to obtain the behaviour desired from pupils.

Achoka (2013), carried out a study on parents' involvement in the management of secondary schools in Kenya: A case study of Busia and Usain Gishu Districts. The study used a survey design. Stratified random sampling was used on headteachers, parents, teachers and school administrators. Both questionnaire and interview guides were used to collect data.

Quantitative data was analysed using descriptive and inferential statistics using SPSS to compute the chi-square tests. Qualitative data was analysed using grounded theory levels. The findings revealed that majority of the parents were involved in the management of schools which helped headteachers in their various roles. The study did not however link parental involvement through PTA roles to enhance discipline in schools.

A lot can be accomplished in a school when parents know that the principal is a trustworthy person and that he/she respects their opinion and values their contributions towards the school's progress (Mbiti, 2016). More and more parents should be urged to visit schools and talk to teachers about their children's school life. The school should open its doors to PTA, inviting them to share their ideas on all matters involved in running the school, such as how best to apply new education rules and regulations from the ministry of education, how to implement any changes in the school calendar of events and/or new curriculum (Farrant, 2014).

2.8 Parental Social Capital Investment Theory. "Explaining parent involvement in PA in students' academic performance"

As Ghana has transition from PTA to PA, there is a need to identify a theoretical framework to help explain parental involvement in PA. An important theoretical framework that had been used to help explain the relationship between parental involvement in PA and the academic performance of students is parental social capital investment (Kuranchie & Addo, 2017). Their study suggests that when parents, be they real or pseudo invest in their children's education, has a great impact on their academic performances. Their theory therefore provides logical and very useful theoretical undergirding to help explain the relationship between parental involvement in PA and academic performance of students.

2.9 From PTA to PA in Ghana

The transition of Ghanaian education from Parents Teacher Association (PTA) to Parent Association (PA) is a process that aims to give more autonomy and responsibility to the parents of students in government-assisted senior high schools and technical institutions. The PA was an association of parents that was registered in 2013 and had the following roles:

- To support, advise and assist the Board of Directors and Management of the schools to create the necessary academic and moral atmosphere and infrastructure for the benefit of the students, staff and the GIS Community at large.
- To promote the welfare of students in member schools, secure adequate laws for the care and protection of students, and forge closer relationship between the home and the school so that teachers and parents may co-operate in the education of students.
- To undertake development projects at the request of the school management and manage the Association's accounts by keeping accurate records for accountability and auditing purposes.

The PA differs from the PTA in terms of governance structure in the following ways:

- The PA is autonomous and independent from the school management, while the PTA was registered under the school and had to consult with the school authorities before undertaking any projects.
- The PA is composed of only parents of students in the school, while the PTA included teachers as members. This means that the PA has more freedom to make decisions without the influence of teachers.

In July, 2021, the teachers at the Basic and Senior/Technical Schools in the country were expected to be excluded as members of the Parent and Teachers Association (PTAs) (Musah, 2021). Per this, letters were issued in the same year to the Basic and Senior/Technical Schools in the country to exempt teachers from PTA meetings hence the beginning of PA meetings. The P.T.A decided to undergo several transitions to position itself to help second cycle schools provide and improve on the quality of education in the country. One of the major changes was the renaming of the PTA to Parent Association of Ghana (PAG) and making it autonomous upon the completion and adoption of its new constitution. The autonomy would allow the various PAs some sovereignty in which they would stand independently and manage their finances in order to support the schools to run effectively (Emmakd, 2018).

However, the PTA faced some challenges such as poor coordination and communication of stakeholders at all levels, power struggle between some school heads and PTA executives, unnecessary interference in PTA governance by some school heads and abuse of office by some PTA executives, which includes over stay in office and poor accountability to parents. In order to address these issues, the PTA decided to undergo several transitions to position itself to help second cycle schools provide and improve on the quality of education in the country. One of the major changes was the renaming of the PTA to Parent Association of Ghana (PAG) and making it autonomous upon the completion and adoption of its new constitution. The autonomy would allow the various PAs some sovereignty in which they would stand independently and manage their finances in order to support the schools to run effectively.

Another change was the exclusion of teachers from being members of the PAs. According to sources close to Education Ghana, the reason for this was to allow

parents to take decisions freely without necessarily involving teachers. It was argued that the teacher's involvement mostly led to the sending of student's home for dues and other PTA levies. Teachers who will to be part of the PA according to information gathered, are teachers whose children are in the schools.

The transition of Ghanaian education from PTA to PA is still on going and has not been fully implemented in all schools. However, the PAG hopes that the change will enhance the quality of education and the welfare of students in the country.

The role of parents in Parents in Parent Association (PA) is to support, advise and assist the school management and the board of directors to create the necessary academic and moral atmosphere and infrastructure for the benefit of the students, staff and the PA community at large. Parents are also expected to promote the welfare of students in member schools, secure adequate laws for the care and protection of students, and forge closer relationship between the home and the school so that teachers and parents may co-operate in the education of students. Moreover, parents are responsible for undertaking development projects at the request of the school management and managing the PA's accounts by keeping accurate records for accountability and auditing purposes. Additionally, parents are involved in the decision- making process of the PA and have the right to elect and remove PA executives. Parents also have the duty to pay PA levies and dues as agreed upon by the PA members.

The PA differs from the PTA in terms of governance structure in the following ways:

- the PA is autonomous and independent from the school management, while the PTA was registered under the school and had to consult with the school authorities before undertaking any projects.
- the PA is composed of only parents of students in the school, while the PTA included

teachers as members. This means that the PA has more freedom to make decisions without the influence of teachers.

- the PA has its own constitution and by-laws that govern its operations, while the PTA followed the guidelines of the Ghana Education service (GES) and the ministry of Education (MOE).
- the PA has a national body called the Parent Association of Ghana (PAG) that coordinates and represents the interest of all PAs in the country, while the PTA did not have such a body.

2.10 Conceptual Framework

The conceptual framework below, explains the relationships that exist between the independent and the dependent variables for this study. However, the conceptual framework which is used in this study is intended to explain the effects of parent involvement in PA on students' academic performance in Akuapem South Municipal Assembly as shown in;

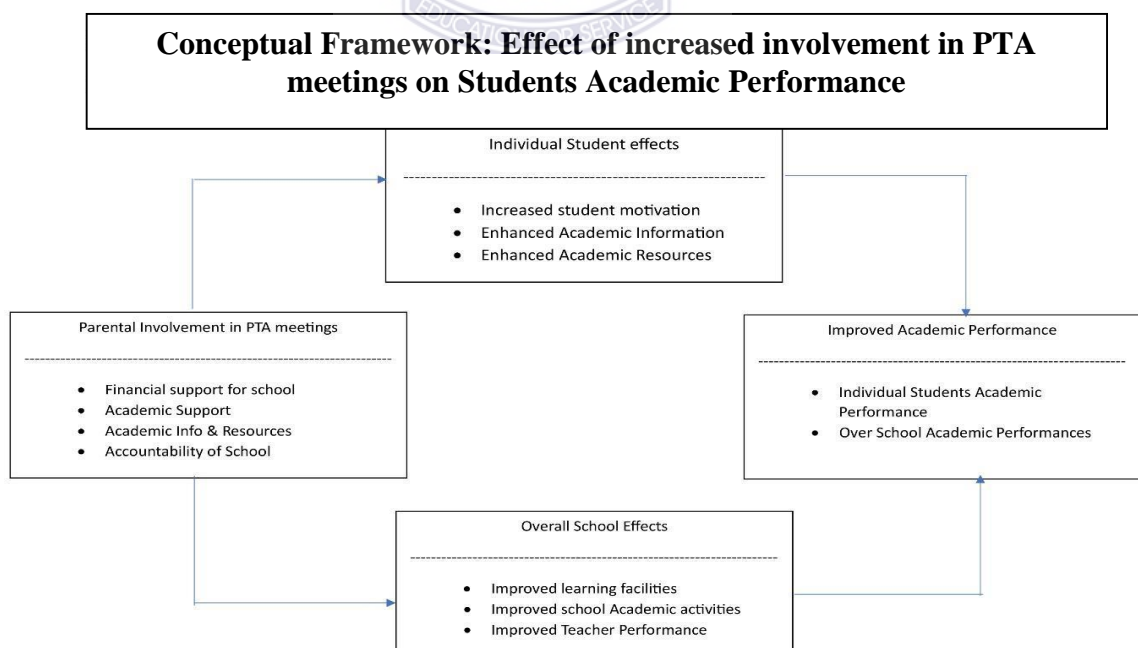


figure 2.1.

Source: Researcher Own Model (2023)

The conceptual framework provides clear links of three major components that are assumed to have been influencing one another; firstly, the forms of parental involvement which include the parental financial and academic support. The parents are expected to support their children financially to facilitate the availability of educational resources and facilities such as uniforms, teaching and learning facilities such as text books and transport costs to and from school. The academic support by the parents is supposed to include supporting their home works, creating conducive environment for their children when they are at home. It has been a tradition for teachers to give their children home work to do especially during the weekends. Thus, the parents are expected to also provide educational materials in the form of books, educative newspapers and directly supporting their children academic achievement. The parents are also involved in school managerial activities specifically when it comes to decision making and school programming. These activities are expected to add value to the pupils' academic achievement.

The second component of the conceptual framework identifies the contribution of Parental involvement in PA and school activities. This is the value that parents are expected to contribute by involving themselves into school activities.

The third component in the conceptual framework identifies the effect of parental involvement in PA. The researcher assumes that parental involvement in PA may finally enable improve pupils' academic achievement in both school terminal tests and final examinations. The pupils are usually tested at the end of each term and examined at the end of their studies. Thus, the pupils' academic performance is expected to be measured in the form of pupils' scores in their terminal and final examinations, reading and writing abilities. The more parents are actively involved in supporting their children academically; the better is the academic performance of their children

at school.

2.11 Summary and Research Gaps

Literatures reviewed in the Ghanaian context suggest that there is low parental involvement in PTA and identify several obstacles stopping Ghanaian parents from fully participating in the PTA meetings. For example, both Kwarteng *et al.*, (2023) and Owusu (2017) point to the socio- economic status and income levels of parents as contributing to the involvement of parents participating in PTA. Agezo and Dzinyelet, (2017) suggest that PTA's bad reputation is being seen as socially pressuring parents to make donations is associated with the low parent involvement. Darko-Asumande and Sika-Bright, (2021) on the other hand suggests that the educational levels of parents will be directly associated with their level of involvement with PTA's. However, no study has systematically and comprehensively studied and evaluated the relative predictive efficacy of the several factors that are associated with the involvement of parents with PA. This study will therefore seek to highlight and compare the factors that push parents from attending PA meetings and the factors that PULL parents towards attendance of PA meetings.

Furthmore, several studies have been done related to parental involvement in students' academic performance, but none focused on the relationship between parental involvement in parent association (PA) and students' academic performance. Hence, this study seeks to fill this lacuna.

CHAPTER THREE

RESEARCH METHODOLOGY

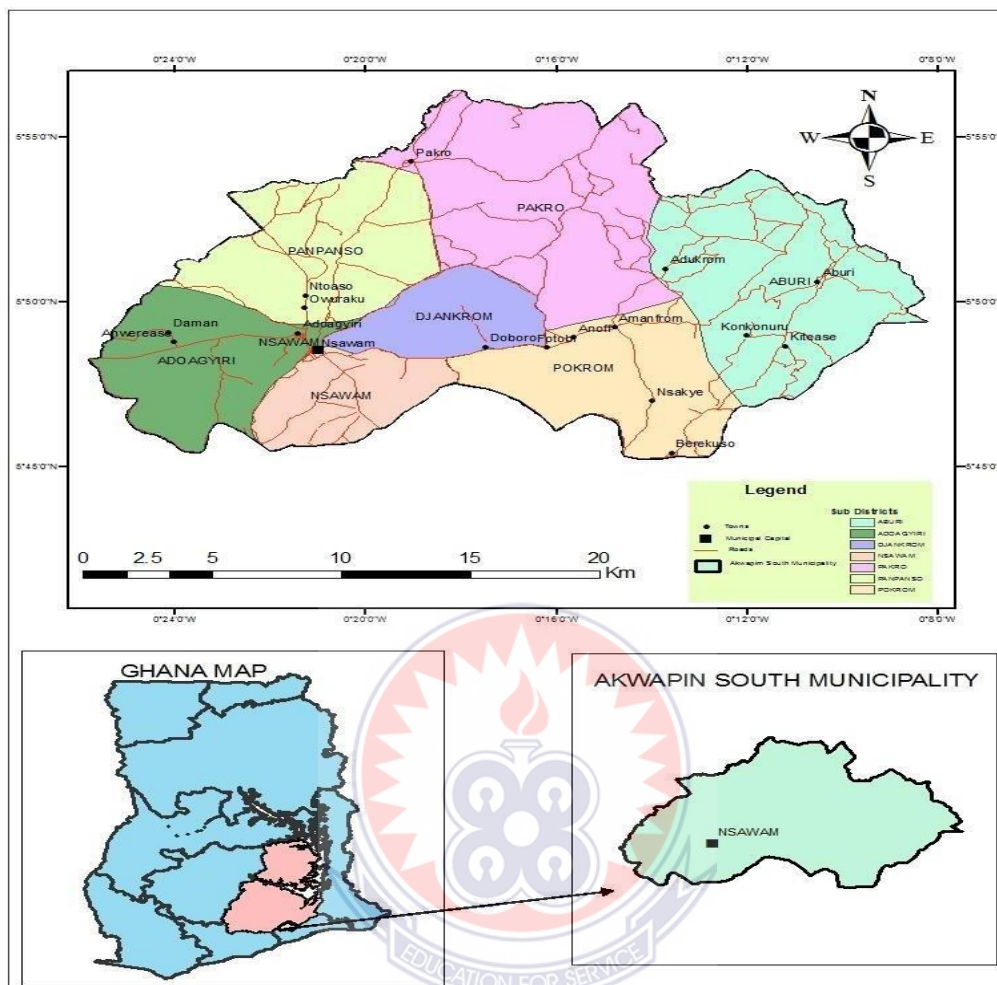
3.0 Introduction

This chapter presents research methodology which was employed in the study of the relationship between parental involvement in PA meetings and student's academic performance in Akuapem South Municipal. This chapter include; study area, research design, study population, sample and sampling techniques, validity and reliability of the instrument for data collection, their validity and reliability estimations, data collection procedures, data analysis plan and ethical considerations.

3.1 Study Area

Akuapem South Municipality lies at the South Eastern part of the Eastern Region of Ghana and located approximately 23kms from Accra, the national capital and a land area of about 503 square kilometers. The Municipality lies between latitude $5^{\circ} 45'N$ and $5^{\circ} 58'N$ of the equator and longitude $0^{\circ} 07'W$ and $0^{\circ} 27'W$ of the Greenwich Meridian (Source: Town and Country Planning Department, Akwapem South, 2012). In terms of special interaction, it is bordered to the south by Ga West and Adenta Municipalities both in the Greater Accra Region, to the north-east by Akuapem North District, to the north-west by Suhum-Krabo-Coaltar Municipality and to the west by West Akim Municipality. In terms of distance, the municipality is nearer to Accra than the capital of the Eastern Region, Koforidua.

Figure 3.1: Location Map of The Study Area Showing the GHS Sub-Districts



(Source: Authors' own construct with Assistance).

3.2 Research Paradigm

The research adopted both positivism and constructivist Paradigm. The positivist paradigm is based in the assumption that a single tangible reality exists—one that can be understood, identified, and measured (Park et al., 2020). The variables established in this research are the students' academic performance in the B.E.C.E results 2022/2023 academic year and Parental involvement in PA meetings. Qualitatively, this research also fell on the constructivist Paradigm. Certain studies state that Constructivism emphasizes on how individuals actively construct their own meanings

or notions of reality through their perspectives or understanding (Ladson-Billings, 1995), resulting in the existence of multiple realities. This supported this research in acknowledging the importance of Subjective experiences and interpretation. Thus, this Paradigm allows the researcher to explore the complexities and nuances of the relationship between parental involvement in PA meetings and student's academic performance. Also, by embracing the Constructivism Paradigm, the research gained a deeper understanding of the challenges facing parental involvement and how it relates to students' academic performance.

3.3 Research Approach

The study employed a mixed method approach in which both quantitative and qualitative approaches were adopted (Kothari 2009). In this study, the researcher chose mixed method approach because of its ability to confirm results or findings by using different methods (Johnson & Onuoguzie, 2004). Also, this study chose mixed method approach because the findings from one method can be used to enhance or give clarity from the other method. George (2023) added that, using mixed method approach enables the researcher flexibility in designing the study, thus, allowing the study to combine aspects of different studies to distil the most informative results. It also combines theory generation and hypothesis testing with this study. Which is unusual for a stand-alone quantitative or qualitative study. For these aforementioned reasons, this study found mixed method approach suitable for this study.

3.4 Research Design

The research adopted an embedded design. According to George (2023), the embedded design entails on collecting and analysing both quantitative and qualitative data at the same time, but within a larger quantitative or qualitative design. In an embedded design, one method takes priority while the other method is used to

provide additional insight or support the main method (Creswell & Plano, 2014). In this research, the quantitative method takes priority as a secondary data and focuses on the Students' Academic Performance and Parental involvement in PA meetings. Thus, the embedded research allows the researcher to analyse the quantitative data to examine the relationship between parental involvement in PA meetings and student's academic performance. While the qualitative phase provides an additional insights and explanations of the observed relationship. (George, 2023; Creswell & Plano, 2014). The rationale for using the embedded design was to allow for a more comprehensive analysis by combining the strengths of both methods (George, 2023).

3.5 Population

The population for this study consisted of all Junior High Schools in the Akwapem South Municipal Assembly. The municipal has forty (40) Basic schools of which twenty (20) of the schools have junior high schools. The population also includes PA chairpersons, headteachers, students and parents from each of the schools. Frankel (2000) ornates the population as an entire group of which some information is required to be ascertained. Since this aforementioned were the group which sources of information would be sorted to contribute to the study, they were considered the population.

3.6 Sample and Sampling Technique

Sample, as defined by McCombes (2019), is the group of individuals who actually participate in the research. In this study, the purposive sampling and the convenient sampling were employed in the selection of the schools and the respondents involved. Nikolopoulou (2023) asserts that, purposive sampling is used when the researcher wants participants who possess the characteristic demands of the study and can provide the best information to achieve the purpose of the study.

It is also a technique used in qualitative research to select a specific group of individuals or units for analysis. The participants are chosen “on purpose,” not randomly.

Per this, the researcher used purposive sampling to select four (4) Junior High Schools within the Akuapem South Municipal which included the Presbyterian Basic JHS, Konkonuru Methodist Basic JHS, Gyankama Methodist Basic Junior High School and Kitase M/A Basic JHS. The selection of the schools was based on their extreme differences noted in the township per their academic performance in the B.E.C.E results. Also, four (4) Headteachers from the selected schools and four PA chairpersons from the selected schools were purposively selected. This sampling was done because the researcher believes that the headteachers are in the best position to give information about students’ academic performance and the PA chairpersons are also in the better position to provide vivid information about parental involvement in PA meetings and reasons for their high or low involvement (Nikolopoulou, 2023).

In the selection of the students and their academic performance of the four schools and their equivalent parental involvement in PA meetings, the researcher used convenience sampling technique to sample ten (20) parents. All final year students from the four selected Junior High Schools and their equivalent parental involvement in PA meetings were conveniently selected. In the quantitative phase, in this regard, the number of students used in this study were; Presbyterian junior high school (100), Konkonuru Methodist junior high school (45), Gyankama Methodist junior high school (30) and Kitase M/A junior high school (30) students making a total of 205 students and its equivalent parents of 205.

This is because, all the four schools are in different circuits in Akuapem South Municipal. The Presbyterian school is in the Aburi circuit and the other three are in

the Kitase circuit. So, while the Presbyterian school is a high performing school, the other three are low performing school with Konkonuru Methodist becoming the very low performing school hence, part of the Ghana Accountability for Learning Outcomes (GALLOP) project which is a five-year project with the objective to improve the quality of education schools and strengthen education sector equity and accountability in Ghana.

Below is the table for the Respondents total sample size.

Table 1: Respondents total sample size for Quantitative Data

Sample Size for Student Category

RESPONDENTS	SAMPLE SIZE
<i>Students</i>	
Presbyterian Basic JHS	100
Konkonuru Methodist Basic JHS	45
Gyankamah Methodist Basic JHS	30
Kitase M/A Basic JHS	30
TOTAL	205

Sample Size for Parent Category

RESPONDENTS	SAMPLE SIZE
<i>Parents</i>	
Presbyterian Basic JHS	100
Konkonuru Methodist Basic JHS	45
Gyankamah Methodist Basic JHS	30
Kitase M/A Basic JHS	30
TOTAL	205

Source: Field Survey (2023)

Table 2: Respondents Sample size for Qualitative Data*Sample Size for Headteacher Category*

RESPONDENTS	SAMPLE SIZE
<i>Headteachers</i>	
Presbyterian Basic JHS	1
Konkonuru Methodist Basic JHS	1
Gyankamah Methodist Basic JHS	1
Kitase M/A Basic JHS	1
TOTAL	4

Sample Size for Parent Category

RESPONDENTS	SAMPLE SIZE
<i>Parents</i>	
Presbyterian Basic JHS	10
Konkonuru Methodist Basic JHS	4
Gyankamah Methodist Basic JHS	3
Kitase M/A Basic JHS	3
TOTAL	20

Sample Size for P.A Chairperson Category

RESPONDENTS	SAMPLE SIZE
<i>P.A. Chairpersons</i>	
Presbyterian Basic JHS	1
Konkonuru Methodist Basic JHS	1
Gyankamah Methodist Basic JHS	1
Kitase M/A Basic JHS	1
TOTAL	4

Source: Field Survey (2023)

3.7 Research Instruments

In order to obtain information for this study, the researcher used both quantitative and qualitative research approaches. Quantitatively, the dependent variable was the students' academic performance and the Instrument which was used to measure students' academic performance was the B.E.C.E results 2022/2023 academic year. There were two dimensions which were used. These were; the students best six subjects passed in the B.E.C.E 2022/2023 academic year and the overall total grades of all eight subjects Seated for in the B.E.C.E 2022/2023 academic year. The independent variable which was the parental involvement in PTA meetings. The number of times parents attended PA meetings for the year 2022/2023 was recorded and the Instrument was the parental attendance rate in PA meetings. The study controlled specifically three areas which were the ages of students, gender and the different schools of attendance.

For the qualitative part of the study, the use of semi- Structured interviews was used to elicit why parents do not attend PA meetings and suggestions on how PA meetings could be enhanced. The study adopted and built on Daniel Asumande and Sika-Bright (2021) study.

The layout of the quantitative data is presented below.

3.8 Validity and Reliability

Validity as the name implies, is the extent to which an instrument measures what it is supposed to measure and performs as it is designed to perform. Reliability is also the degree to which research method produce stable and consistent results. Validity and reliability are very important aspects of research Methodology which seeks to ensure the accuracy and credibility of the findings (Creswell & Plano, 2018). Quantitatively, the B.E.C.E results which represented their academic performances of the students of

the selected four schools were retrieved from Ghana Education service Akuapem South Municipal Assembly in the year 2022/2023 academic year. The corresponding parental attendance to PA meetings were sourced from the selected four schools headteachers. Since all the above quantitative data were collected obtained from credible offices and sources they are deemed valid and authentic. Qualitatively, the researcher ensured credibility and trustworthiness of the study. Findings through member checking (Creswell & Plano,2018). This is where the preliminary findings of the participants shared opinions are reverted with them for authentication of their information given. According to Birt et al (2016), member checking allows for the validation of the research findings and accuracy in the representing participants perspectives.

Finally, the researcher ensured flexibility throughout the research to prevent personal biases and assumptions that may influence the interpretation of the data (Berger,2015). The flexibility was done through the use of analysis grid table which support supports this research in extracting interview questions from the literature.

3.9 Data Collection Procedure

The researcher obtained a permit from the University to allow her conduct the research. The researcher also sought an introductory letter from the school improvement support officers in the four schools selected from various circuits in the Akuapem South Municipal where the research was conducted. Quantitatively, the researcher collected information's of the final year students of 2022/2023 B.E.C.E candidates from the four selected public basic schools including their PA meetings attendance books.

The researcher also collected records of the BECE results of the final year students from the four selected public schools from the municipal examination coordinator.

Qualitatively, PA chairpersons were contacted through phone calls. The researcher obtained permission and contacts from the headteachers. The researcher planned to meet them at the school premises at their own convenient time. The information gathered from the respondents were documented. There was a ten minutes meeting with headteachers and PA chairpersons and asked few questions.

3.10 Trustworthiness

Demonstration of the trustworthiness of data collected is one aspect that the researcher was augment concerning the trustworthiness of this study (Rourke & Anderson, 2004). Selection of the most appropriate method of data collection were essential for ensuring the credibility of study's analysis (Graneheim & Lundman, 2004). Credibility deals with the focus of the research and refers to the confidence in how well the data addressed the intended focus (Polit & Beck, 2012). Thus, the researcher put a lot of thought into how to obtain the most suitable data for data analysis by comparing the qualitative and quantitative data collected using interview guide and the B.E.C.E. results 2022/2023 academic year.

3.11 Data Analysis Plan

The data gathered were quantitatively and qualitatively analyzed. Quantitatively, the data collected on students were tabulated and systematically organized and analyzed with the aid of multiple regression analysis and qualitatively, researcher collected the results of the interviews and analyzed the themes emerged from the interviews.

3.12 Ethical Consideration

The researcher obtained prior permission from all relevant bodies before conducting the study. In the first place, researcher sought clearance letter from the University. The researcher will explain clearly to the respondents the objectives of the study before they could take part. Respondents were informed that their participation was

voluntary and that the information they give would be treated confidentially and used for the intended purpose only.

The researcher made sure that the information collected was kept in a safe manner so it could not be accessed by unauthorized persons. Furthermore, the researcher also ensured that the respondents` names are not mentioned anywhere in the study.



CHAPTER FOUR

RESULTS AND DISCUSSIONS OF FINDINGS

4.0 Introduction

The researcher details below the results of the study. In section 4.1 the study provides information about the study sample. 4.2, provides results highlighting factors that PULL and encourage parents to association meetings. In section 4.3, we provide results highlighting factors that PUSH discourage parents from association meetings. 4.4 also provides suggestions for recommendations. Finally, section 4.5, presents results of the regression analysis that examines the relationship between parental involvement in PA and academic performance of students.

Table 3: Background of Respondents (Students)

Variable	Classification	Frequency	Percent (%)
Gender	Female	108	53
	Male	97	47
Students	Presbyterian	100	48.78
	JHS		
	Konkonuru Methodist	45	21.95
	JHS		
	Gyankama Methodist	30	14.63
Students	JHS		
	Kitase M/A Basic	30	14.63
Total	Students	205	100

Field data, 2023.

Background of Respondents (Parents)

Parents	Presbyterian	100	48.78
	JHS		
	Konkonuru Methodist	45	21.95
	JHS		
	Gyankama Methodist	30	14.63
	JHS		
	Kitase M/A Basic	30	14.63
	JHS		
Total	Parents	205	100

Field data, 2023.

Background of Respondents (P.A. Chairpersons)

P.A.	Presbyterian	1	25
Chairpersons	JHS		
	Konkonuru Methodist	1	25
	JHS		
	Gyankama Methodist	1	25
	JHS		
	Kitase M/A Basic	1	25
	JHS		
Total	P.A. Chairperson	4	100

Field data, 2023.

Background of Respondents (Headteachers)

Headteachers	Presbyterian	1	25
	JHS		
	Konkonuru Methodist	1	25
	JHS		
	Gyankama Methodist	1	25
	JHS		
	Kitase M/A Basic	1	25
	JHS		
Total	Headteachers	4	100

Field data, 2023.

In Table 4.1 Twenty (418) responses were collected for this study. The table shows that (108) females (53%) represented and (75) males (47%) also represented as well. The category of people included in this study were 100 students representing (48.78%), from Presbyterian Junior High School, 45 students representing (21.95%) from Konkonuru Methodist Junior High School, 30 students representing (14.63%) from Gyankama Methodist Junior High School, and 30 students representing (14.63%) from Kitase M/A junior high school students making a total of 205, the number of parents represented were of the same number of their children who represented. The study also used four (4) PA chairpersons and four(headteachers) from the four schools representing (25%) each.

4.2 Presentation of Qualitative Data

4.2.1 What are the challenges facing parental involvement in PAs in Akuapem South Municipal Assembly?

4.2.1.1 *The Pull Factors (factors that encourage parents)*

Before soliciting responses on the factors that discourage parents from participating in PA meetings, the Pull Factors (things that encourage them) were elicited. The shared responses by some of the parents including parents, PA chairman and the Headteachers underscored the multifaceted factors that encourage parents to attend PA meetings in Akuapem South Municipal Assembly. Parent 1 emphasizes the value of this direct connection with teachers. Parent 3 views PA meetings as a crucial forum for addressing pertinent issues, highlighting the importance of parental voices in shaping the school environment. Similarly, Parent 2 emphasizes the significance of these meetings for discussing both school-wide matters and specific concerns related to their child. Lastly, Parent 4 underscores the informational aspect, pointing out that such gatherings provide parents with insights into their children's overall performance. While Headteacher 1 asserts in agreement with Parent 4 on the aspect of performance, PA Chairman 2 said that the previous minutes are shared on the WhatsApp platform so that parents who could not make it were briefed. Below are the six (6) major responses on the factors that encouraged (Pull Factors) to participate in PA meetings in Akuapem South Municipal Assembly:

“Attending PTA meetings enables me to monitor my children's academic performance. I am also able to discuss my children's performance with their teachers.” (PARENT 1)

“PA meeting is a forum made available for us as parents to speak on issues.”(PARENT 3)

“I attend PTA to discuss important issues about the school and my child.” (PARENT 2)

“From the meeting, parents get to know more about their children and how they are performing in school.” (PARENT 4)

“PA meetings give parents the chance to familiarize and contact the teachers of their wards to know how they are faring in class and the details of their performance” (Headteacher 1)

“Previous minutes are shared on the WhatsApp platform for parents who were not able to attend the previous meeting to know what transpired.” (PA Chairman 2)

4.2.1.2 The Push Factors (factors that discouraged parents from attending PA meetings)

It was clear from examining the obstacles parents in the Akuapem South Municipal Assembly encounter in attending Parent Association (PA) meetings that many factors lead to low parental involvement. Speaking candidly, two respondents (Parent 1&2) expressed their feelings of discouragement caused by unaddressed viewpoints, conflicting work obligations, depending on others for representation, running out of time, and discouragement from unfavourable experiences in the past. Whiles PA Chairman 1 also asserts in agreement with Parent 1 &2 on the issue of prolonged meetings, Headteacher 2 adds up that the time schedules during the weekdays do not favour some of the parents who may wish to attend. These observations provide a comprehensive perspective of the many issues affecting parental participation in PA sessions in the Municipal Assembly of Akuapem South. Below are the six (6) major responses on the factors that discouraged (Push factors) to participate in PA meetings in Akuapem South Municipal Assembly:

“I choose not to participate in PA meetings for a variety of reasons. Firstly, I often feel disheartened as I believe that when I share my views with the staff, they are not given due consideration. Additionally, my demanding work and business commitments take precedence, leading me to prioritize them over attending PTA meetings. Moreover, there are instances when I rely on fellow parents to represent my interests, and the school's lack of oversight means that sometimes only one parent ends up attending on behalf of

a larger group. (PARENT 1)

“Time constraints often hinder my ability to participate actively. The lack of timely information from my children about the meetings adds to the difficulty and past negative experiences at previous meetings can be discouraging, making it less likely for me to attend subsequent gatherings. These factors collectively contribute to my limited engagement in PTA meetings. (PARENT 2)

“Some parents feel PA meetings are overly prolonged and do not have the luxury of time to be present”. (PA Chairman 1)

“Time schedules for the PA meetings during the weekdays seem unfavourable for some of the parents making it difficult to attend” (Headteacher 2)

Another respondent (Parent 3) offers insightful explanations for their choice not to attend such occasions. The reply draws attention to a widespread feeling of discouragement caused by what is seen as a disregard for parents' opinions. There are times when only one parent speaks up on behalf of a bigger group because of the dependence on other parents to represent them and the school's weak control of attendance verification. This dual reliance on others and the lack of organized oversight by the school sheds light on other intricate variables influencing parent participation in PTA meetings. Below is the response derived from the respondent:

“I chose not to attend PTA meetings for a couple of reasons. Firstly, there's a sense of discouragement as I've observed that when I and other parents share our views, they are not given the consideration they deserve. Additionally, I find myself occasionally relying on other parents to represent my interests, and the school's lack of oversight in verifying attendance means that, at times, only one parent ends up participating on behalf of a larger group. This double reliance on others and the lack of a systematic check by the school contributed to my decision to opt out of PTA meetings”. (PARENT 3)

Once more, a different respondent (Parent 5) provides a distinctive viewpoint on their choice to forego active engagement. The reply emphasizes the significant time commitment needed and the disincentive effect of the lengthy meeting times.

Furthermore, the fact that the same topics are brought up repeatedly at these meetings adds to a feeling of boredom and indifference. The respondent makes a good point about how school administrators should be more transparent, especially when it comes to money and current initiatives. Below is her response:

“With me, the extensive duration of the meetings becomes a deterrent for me, as it demands a significant time commitment. A lot of times, the same issues are repeated over and over again. I believe greater transparency from school executives regarding financial matters and ongoing projects would not only address concerns but also enhance the overall appeal of these meetings, making them more engaging and productive for parents like me.” (PARENT5)

The responses above reveal that as much as parents are encouraged to attend PA meetings due to some factors such as; deliberating on issues, monitoring academic performances and familiarizing themselves with teachers to give details about their children and their performance, some of the parents highlighted several interconnected challenges that contribute to the limited parental involvement in Parent Association (PA) meetings in the Akuapem South Municipal Assembly. The recurring theme of discouragement stems from the perceived neglect of parents' views during meetings, leading to a sense that their input is not adequately considered. This sentiment is compounded by a reliance on other parents for representation and a lack of oversight in attendance verification, creating a situation where a single parent may represent a larger group. Additionally, the extensive duration of meetings and the repetition of the same issues contribute to a sense of monotony and disinterest, acting as a deterrent to active participation. The call for greater transparency from school executives, particularly in financial matters and ongoing projects, suggests that improved communication and information dissemination could enhance the appeal and effectiveness of PA meetings. In summary, these responses collectively point to a need for addressing issues related to engagement, representation, and meeting

dynamics to encourage increased parental involvement in PA meetings in the Akuapem South Municipal Assembly.

4.22 What are the ways by which parents' involvement in PAs in Akuapem South Municipal Assembly can be comprehensively enhanced?

The voices of response from the PA Chairpersons, Parents and the Headteachers collectively offered a diverse array of suggestions to comprehensively enhance parental involvement in Parent Association (PA) meetings in the Akuapem South Municipal Assembly. These proposals include leveraging social media for online meetings to accommodate diverse schedules (PA Chairperson 1), notifying parents in advance and employing early information dissemination through channels like emails (PA Chairperson 2), introducing fines for non-attendance to underscore the importance of active participation (Headteacher 4), emphasizing punctuality for effective deliberation (PA Chairperson 4), incorporating refreshments as a potential incentive for attendance (PA Chairperson 3), and highlighting the significance of teacher availability for accessible information and an engaged parent body (Parent 5). These varied insights collectively form a holistic framework addressing communication, accessibility, motivation, and active participation, providing a nuanced approach to enhance the overall effectiveness of PA meetings. Below are excerpts from some of the responses gathered

“Parents should be put together on social media so that some of the meetings can be held online, e.g., Zoom meetings.” (PA Chairperson 1)

“Parents should be notified of the agenda before they arrive for the meeting.” “Start giving information early, like sending emails.” (PA Chairperson 2) “Parents who refuse to attend PA meetings should be fined.” (Headteacher 4) “When the date and time is given, parents should be punctual to offer enough time to deliberate on issues.” (PA Chairperson 4)

“Introduce refreshments at meetings.” (PA Chairperson 3)

“Teachers should make themselves available so that if parents want any information on their awards, they can easily get them.” (Parent 5)

The findings from the various responses indicate that Parent Association (PA) meetings in Akuapem South Municipal Assembly play a crucial role in facilitating parental engagement and communication. Parents attend these meetings to monitor their children's academic performance, discuss important school-related issues, and communicate with teachers. The suggestions provided by respondents highlight a range of strategies to enhance parental involvement comprehensively. These include leveraging social media for online meetings, emphasizing early information dissemination, introducing fines for non-attendance to encourage active participation, promoting punctuality, providing refreshments, and ensuring teacher availability for information. Collectively, these findings suggest that a multifaceted approach, addressing aspects of communication, accessibility, motivation, and active participation, is essential for creating an effective and engaging environment for parents in PA meetings within the Akuapem South Municipal Assembly. Implementing these suggestions could contribute to a more inclusive and participatory parental involvement in the school community.

4.3 Presentation of Quantitative Data

What is the relationship between parental involvement in PA meetings and students' academic performance in Akuapem South Municipal Assembly?

Table 4. Percentages by School Type and number of students

	All three other Schools (1)	Presbyteria n Basic School (2)	Total
Number of Students	105	100	205
Percentage	51%	49%	100%

Field Data, 2023

With respect to the basic statistics of the key variables, for age the average was 16.46 (SD= 1.14) about 16 years old. The numbers of parents attending averaged to be 3.14 out of a maximum of 4 attendances (SD = .90) the average for the best six BECE subjects was 29.19 (SD =73), and the average of the total overall score of BECE was 316.56 (SD=42.22). See Table 3.

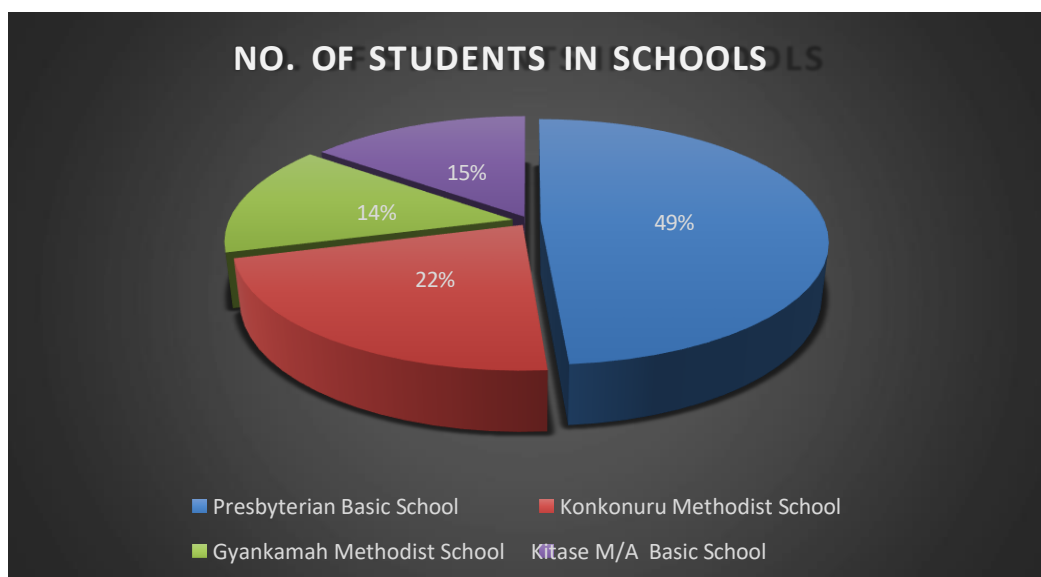


Figure 1. Number of Students Attending Different Schools

Table 5. Basic Statistics of Key Variables

	Best 6 BECE Subjects	Total Overall Score BECE	Age	Gender	Parent Attendance
Average	29.19	316.56	16.46	1.53	3.14
Standard Deviation	73	42.22	1.14	.50	0.90

Field Data, 2023**Number of time Parents were Attending PA Meeting**

Concerning the number of times PA meetings were held and the number of times parents attended PA meetings were as follows, a total of 4 maximal attendances were recorded. 13 parents representing (6%) attended once, 31 parents representing (15%) attended twice, 75 parents representing (37%) attended three times, and 86 parents representing (42%) attended four times. This is shown in Table 4.3.

Table 6: Percentage of Parents Attending PA Meeting

No. of Times Hosted	1	2	3	4	Total
Number of Times Attended	13	31	75	86	205
Percentage	6%	15%	37%	42%	100%

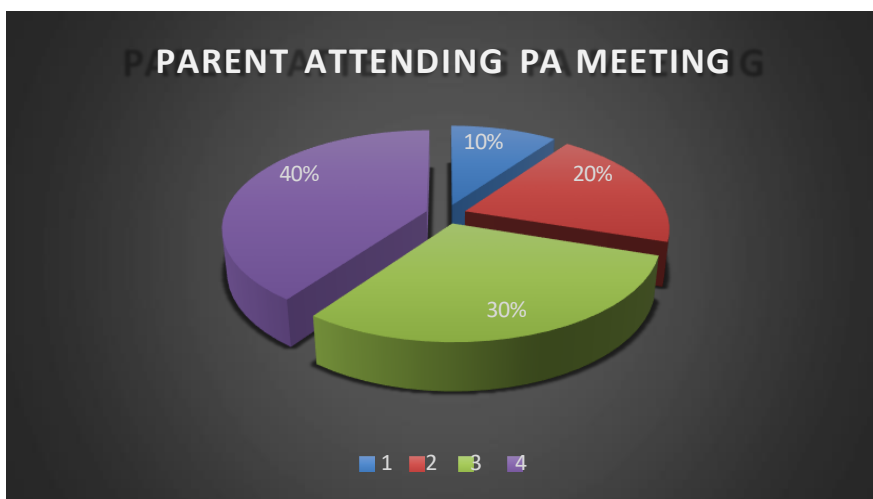


Figure 2: Percentage of Parents Attending PA Meeting

The breakdown of the number of students that attended different schools were as follows, Presbyterian basic school had 100 students, Konkonuru Methodists School had 45 students, Gyankamah Methodist school had 30 students, and Kitase M/A Basic school had 30 students. See table 5.

Table 7. Number of Students Attending Different Schools

	ID Number	Total
Presbyterian Basic School	1	100
Konkonuru Methodist School	2	45
Gyankamah Methodist School	3	30
Kitase M/A Basic School	4	30
Total		205

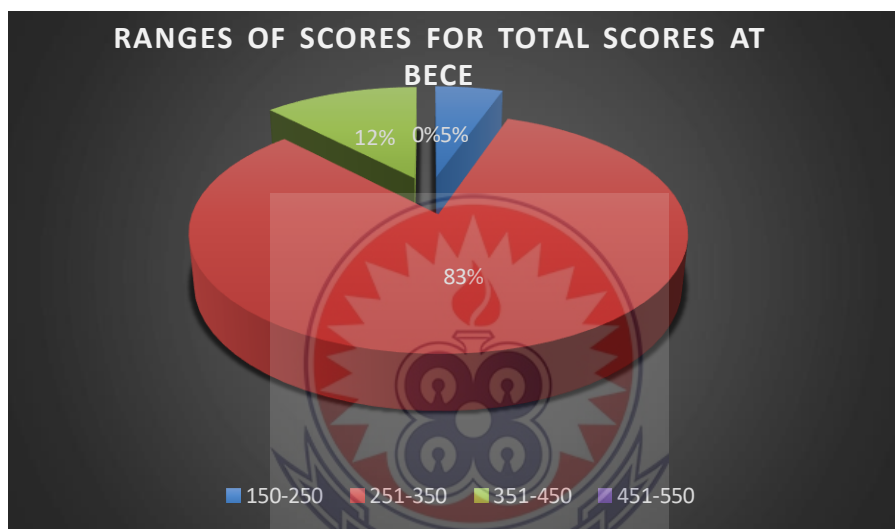
Field Data, 2023

Ranges of Total Scores obtained at BECE

The range of total scores for the best six subjects of the BECE are detailed in table 7 below. The scores for total scores of BECE were as follows, 11 students representing (5%) scored between 150-250, 169 students representing (82%) scored between 251-350, 25 students representing (12%) scored between 351-450, and None scored over 451 representing (0%). This is represented below in table 4.4 below.

Table 8. Ranges of Total Scores at BECE

Range	Number of Students	Percentages
150-250	11	5%
251-350	169	82%
351-450	25	12%
451-550	0	0%
Total	205	100%

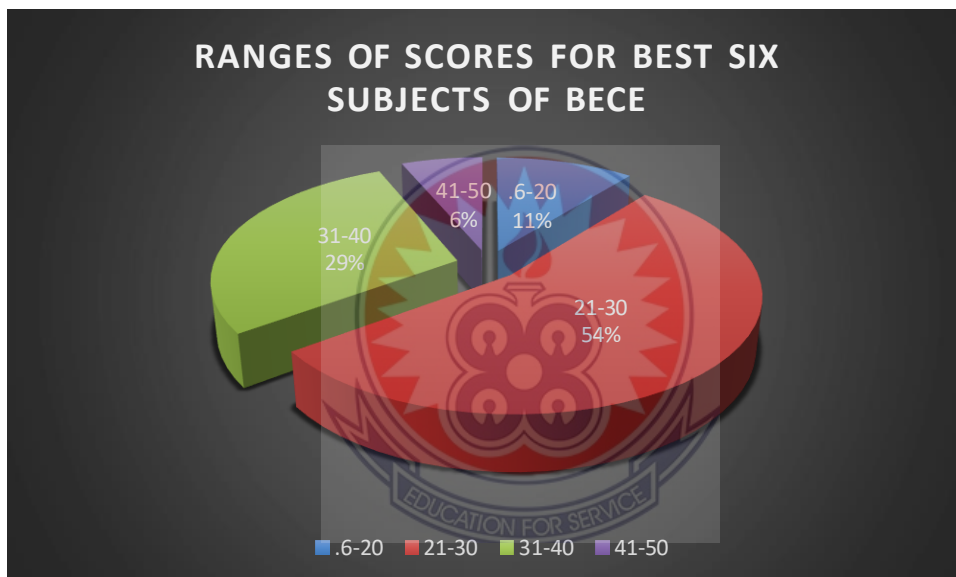
**Figure 3. Ranges of Scores for Total Scores at BECE**

Ranges of Aggregate Scores for Best Six Subjects of BECE

The range of aggregate scores for the best six subjects of the BECE are detailed in table 6 below. With respect to the range of aggregate scores for the best six subjects of the BECE obtained from the 4 four schools combined, 22 students representing (11%) scored between 6- 20 range, 101 students representing (54%) scored between the range 21-30, 59 students representing (29%) scored between 31-40, and 13 students representing (6%) scored between 41-50. See table 4.5.

Table .9. Ranges of Scores for Best Six subjects of BECE

	Range	Number of Students	Percentages
1	6-20	22	11%
2	21-30	111	54%
3	31-40	59	29%
4	41-50	13	6%
Total		205	100%

**Figure 4.** Ranges of Aggregate Scores for Best Six subjects of BECE

Results of regression analysis: Parental involvement in PA and academic performances

The study hypothesized that there will be a strong relationship between parental involvement in PA and academic performance in students. Specifically, the study hypothesized a negative relationship between parental involvement and the best six subjects. The results of the study's regression analysis using the best six subjects in BECE as the dependent variables indicate strong statistically negative relationships ($P < 0.001$). This hypothesis is confirmed. See table 8.

Table 10.: Regression results: Best Six Subjects in B.E.C.E.

<i>[Control Variables]</i>	
Age	0.4385
Gender	-1.1630 \wedge
School Type	-4.6145 ***
<i>[Independent Variable]</i>	
Parental Attendance	-4.5943 ***
PTA Meetings	
<i>N</i>	205
R Square	0.5970
Adjusted R Square	0.5889
PTA Meetings	74.0680 ***

*** $p < 0.001$; ** $p < 0.01$; * $p < 0.05$; $\wedge p < 0.10$

Similarly, the study hypothesized that there will be a strong relationship between parental involvement in PA and academic performance in students. Specifically, the study hypothesized a positive relationship between parental involvement and the total overall score in BECE. The results of the study's regression analysis using the total overall scores in BECE as the dependent variables indicate strong, statistically, significantly, positive relationships ($P < 0.001$). See Table 9.

Table 11: Regression results: Total Overall Score in BECE

<i>[Control Variables]</i>	
Age	-3.1424 \wedge
Gender	2.515
School Type	19.538 ***
<i>[Independent Variable]</i>	
Parental Attendance	29.2123 ***
PTA Meetings	
<i>[N]</i>	205
R Square	0.5756
Adjusted R Square	0.5671
PTA Meetings	67.8049 ***

*** $p < 0.001$; ** $p < 0.01$; * $p < 0.05$; $\wedge p < 0.10$

From the above results, the study indicates that parental involvement in Parent Association (PA) meetings is positively correlated with students' academic performance in the Akuapem South Municipal Assembly. The analysis reveals that the number of times parents attended PA meetings had a significant positive impact on students' total scores in the Basic Education Certificate Examination (BECE). Similarly, the level of parents' involvement in the PA meetings demonstrated a positive correlation with students' academic performance. The variables of age, gender, and the total score in the BECE were not identified as significant contributing factors to the number of subjects passed. The study suggests that the active participation of parents in PA meetings plays a crucial role in enhancing students' academic outcomes. These findings underscore the importance of fostering a strong partnership between parents and schools through regular and meaningful engagement platforms like PA meetings to positively influence students' educational achievements.

4.4 Discussion of Findings

The findings revealed that, challenges identified by respondents included discouragement from sharing views, competing work commitments, reliance on other parents for representation, time constraints, dissatisfaction with meeting content, and negative past experiences. These challenges underscore the need for schools to address communication gaps, provide flexibility in meeting schedules, and create a positive and welcoming environment for parents. The identified challenges align with existing literature that highlights barriers to parental involvement, emphasizing the importance of overcoming these challenges for effective engagement (Baker & Soden, 1997; Hill & Taylor, 2004).

Also, respondents provided a range of suggestions to enhance parental involvement in PA meetings. These included leveraging social media for online meetings, early notification of meeting agendas through emails, introducing fines for non-attendance, promoting punctuality, providing refreshments, and ensuring teacher availability for information. These suggestions collectively form a comprehensive framework that addresses communication, accessibility, motivation, and active participation. Implementing these strategies could contribute to a more inclusive and participatory parental involvement, aligning with the literature that underscores the importance of diverse strategies to engage parents effectively (Fan & Chen, 2001; Sheldon, 2002).

Again, the study revealed a positive correlation between parental involvement in Parent Association (PA) meetings and students' academic performance. The number of times parents attended PA meetings showed a significant positive impact on students' total scores in the Basic Education Certificate Examination (BECE). Additionally, the level of parents' involvement in the PA meetings demonstrated a positive correlation with students' academic performance. This suggests that active

participation of parents in school-related activities, particularly in the form of PA meetings, contributes positively to students' educational outcomes. The findings align with the existing literature that emphasizes the importance of parental involvement in enhancing student achievement (Epstein, 2001; Henderson & Mapp, 2002).

Finally, the conceptual framework integrates seamlessly with the study's findings by illustrating the dynamic interplay between parental involvement, participation in Parent Association (PA) meetings, and students' academic performance. The study's identification of barriers to parental involvement such as time constraints, dissatisfaction with meeting content, and competing work commitments highlights the challenges impacting the first component of the framework: parental support. These obstacles underscore the need for strategies to enhance parental participation, aligning with the framework's emphasis on improving engagement. The recommendations for addressing these challenges, including using social media for meetings and improving communication, reflect the framework's second component, which focuses on enhancing parental involvement in school activities. The positive correlation found between parental attendance at PA meetings and students' performance in the Basic Education Certificate Examination (BECE) demonstrates the framework's third component in action: that increased parental involvement in PA meetings contributes to better academic outcomes. This confirms the framework's assumption that active parental engagement, facilitated by overcoming identified barriers and improving involvement strategies, leads to enhanced academic performance in students.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter provides a summary of the key findings from the analysis of the data. The chapter also provides a general conclusion to the study, discusses the suggestions for further research and also, implications of the study.

5.1 Summary of Findings

The study conducted in the Akuapem South Municipal Assembly delved into challenges hindering parental involvement, comprehensively enhancing parental involvement and delving into the relationship between parental involvement in Parent Association (PA) meetings and students' academic performance. Despite the positive findings, the study identified challenges hindering parental involvement. The respondents cited discouragement from sharing views, competing work commitments, reliance on other parents for representation, time constraints, dissatisfaction with meeting content, and negative past experiences as significant barriers. These challenges underscore the importance of schools addressing communication gaps, providing flexibility in meeting schedules, and creating positive and welcoming environments for parents. Recognizing and overcoming these obstacles is crucial to fostering meaningful parental involvement.

To comprehensively enhance parental involvement, respondents provided diverse suggestions. These included leveraging social media platforms for online meetings, early notification of meeting agendas through emails, introducing fines for non-attendance, promoting punctuality, providing refreshments during meetings, and ensuring teacher availability for information. The multifaceted nature of these recommendations reflects the need for a holistic approach to address various aspects

of communication, accessibility, motivation, and active participation.

These proposed strategies draw from existing research that advocates for diverse and effective ways to engage parents in the educational process.

Finally, delving into the relationship between parental involvement in Parent Association (PA) meetings and students' academic performance, the investigation targeted four schools, each represented by an ID number. The schools included Presbyterian Basic School (ID 1), Konkonuru Methodist School (ID 2), Gyankamah Methodist School (ID 3), and Kitase M/A Basic School (ID 4). The research gathered data from parents and students in these schools, examining the frequency of PA meetings attended, students' scores in the Basic Education Certificate Examination (BECE), and the correlation between parental involvement and academic performance.

The analysis revealed a positive association between the number of times parents attended PA meetings and students' total scores in the BECE. The study found that parents attending all four PA meetings significantly impacted their wards' academic results. Additionally, the level of parental involvement during these meetings demonstrated a positive correlation with students' academic performance. This aligns with existing literature emphasizing the crucial role of parental engagement in fostering positive educational outcomes.

5.2 Conclusions

In conclusion, the findings of the study conducted in the Akuapem South Municipal Assembly underscore the vital role of parental involvement in Parent Association (PA) meetings in shaping students' academic performance. The positive correlation between the number of times parents attended PA meetings and students' success in the Basic Education Certificate Examination (BECE) emphasizes the significance of

these engagement platforms in influencing educational outcomes. Furthermore, the level of parental involvement during these meetings demonstrated a positive association with academic performance, highlighting the importance of active participation in school-related activities.

The comprehensive set of recommendations provided by respondents reflects the multifaceted nature of strategies needed to enhance parental involvement. Leveraging social media for online meetings, early communication through emails, introducing fines for non-attendance, promoting punctuality, providing refreshments, and ensuring teacher availability for information collectively form a holistic framework. These suggestions address key aspects such as communication, accessibility, motivation, and active participation, aligning with existing literature that emphasizes the need for diverse and effective engagement strategies.

However, the study also unveiled challenges hindering parental involvement, including discouragement, work commitments, reliance on other parents, time constraints, dissatisfaction with meeting content, and negative past experiences. These obstacles underscore the complexities involved in fostering meaningful engagement and signal areas that schools and educational authorities must address to create environments conducive to parental participation.

In navigating the delicate balance between encouraging parental involvement and addressing associated challenges, it becomes evident that tailored approaches are necessary. Recognizing the unique context of the Akuapem South Municipal Assembly, schools should consider implementing a combination of the recommended strategies while actively working to mitigate identified barriers. Additionally, creating a positive and welcoming atmosphere during PA meetings can contribute to overcoming some of the challenges cited by respondents.

The study contributes valuable insights to the broader discourse on parental involvement and its impact on educational outcomes. The positive relationship established between parental engagement in PA meetings and academic performance reinforces the notion that parents are integral partners in the educational journey of their children. By implementing the recommended strategies and addressing identified challenges, educational institutions can foster a collaborative environment where parents feel empowered and motivated to actively contribute to their children's educational success. This, in turn, can lead to a more inclusive and effective educational system in the Akuapem South Municipal Assembly.

5.3 Limitation of the Study

Analysis was conducted using one item which was Parental attendance as an independent variable to measure the academic performance of the students. However, the parental attendance may not reflect involvement in the PA meetings. To address this limitation, the researcher identified 20 parents and provided them with a six (6) measuring scale of involvement. The study correlated the involvement of parents with the attendance rate and the study attained a high correlation close to 0.60. This consequently suggests that there is a high relationship between attendance and involvement of parents and consequently, this potential limitation is minimized.

Also, the study targeted four schools alone in one municipality (Akuapem South Municipal Assembly) which cautions against generalization of the findings of the study.

5.4 Recommendations

- School Administrators and PA Leaders should develop and maintain a robust online platform using popular social media channels and video conferencing tools. This includes creating dedicated groups or pages for updates and

discussions. IT Support Staff should provide training for parents on how to use these tools effectively.

- School Administrators and Communication Officers should implement a systematic approach for early communication through emails, newsletters, and automated reminders about upcoming PA meetings. Ensure these communications are clear, timely, and include relevant information.
- School Administrators should consider implementing a system of nominal fines or incentives for non-attendance. Develop a policy that ensures fairness and includes support mechanisms for parents who may face genuine constraints.
- PA Leaders and School Administrators should arrange for refreshments at PA meetings to create a welcoming environment. Event Coordinators should ensure that the refreshments cater to diverse dietary needs and preferences.

5.5 Suggestions for further Research

The results of this study indicate several other areas within the topics of parental involvement and parent perceived impact on their students' achievement that should be explored. However, future study in this area should take the limitations of this study into consideration. Therefore, the following recommendations for future studies are indicated.

6. Based upon the survey, interviews, and review of the school documentary data, educators should devise a plan for providing parents a direct and intense involvement in their children's learning activities at school as well as at home.
7. According to the findings of this study, parents requested assistance from the school to improve parental involvement in the following area:
 - i. helping organizational and leadership skills,

- ii. offering more access to participation, even as partners in decision-making processes
 - iii. developing more opportunities for volunteering,
 - iv. organizing more frequently informal meetings, and so forth. A recommendation for educators and parents is to devise and implement a plan that would answer such requests.
8. The subjects of this study were comprised entirely of Students and parents of Akwapim south municipal assemble. A recommendation for further research is to replicate this study using different participants with other demographic, ethnic, and religious denominations than were examined in this study which may provide valuable information regarding parental involvement and parent perceived impact on their children's achievement.

5.5.1 Implications of the Study

There are several theoretical, research and practical implications arising from this study and its findings. In section 5.5.2. presents some important research implications. Section 5.5.3.

provides important practical implications of this research and 5.4 identifies several limitations to this study.

5.5.2 Theoretical implications

There are two important theoretical implications flowing from this study. First, the conceptual Pull- Push framework has been used in several areas such as intercultural researches, migrations studies, school performance, In the science field, Resources and pedagogies, African studies, Pull and push that influences students' decisions in school etc. So far it has not been used in parental involvement in PA meetings and student's academic performance. This study makes a modest contribution to the Pull

– Push Framework by extending this conceptual model into research on Parental Involvement and resultant academic performance of students. This enables a more comprehensive but compact representation of the myriad of factors that lead to variations in levels of parental involvement.

Second, a recent researcher on Parental Involvement and resultant academic performance of students have proposed using Social Capital Investment as the theoretical undergirding for the stream of research (Kuranchie, & Addo 2017). Specifically, Kuranchie (2017) depict parental involvement as a type of social capital investment that parents carry out. Incorporating the PULL-PUSH framework within the Parental Social Capital Investment context helps to highlight and categorize the different Social Capital Investment decisions and actions that parents must undertake as they undertake different levels of involvement in their Children’s school related performances.

5.5.3 Research Implications

There are two important research implications from this study. First, Several Ghanaian studies had confirmed that parental involvement in PTA was associated with Academic performance of students (Darko-Asumande & Sika-Bright 2021, Kwarteng et al 2022). However, recently,

in (2013) Ghana moved from having PTA to a new model that focused on PA. In the new PA, the role of teachers in the association has been strongly diminished. An important research question is whether parental involvement in the new model has the same predictive efficacy as the previous PTA model. Our study strongly suggests that within this new PA model, high levels of parental involvement results in high academic achievement of students.

Second, this study makes a modest methodological contribution. Specifically, the previous Ghanaian studies of parental involvement in PTA had all used subjective measures of both the dependent and independent variable (Darko-Asumande & Sika-Bright, 2021, Kwarteng et al,2022; Agezo & Dzinyele, 2017). This study however used more objective measures of both dependent and independent variables

5.5.4 Practical Implications

There are several important practical implications from this study. First, with our focus on the PUSH factors, our study suggests that these are the several factors that are discouraging parents from getting involved in PA. Some major ones are, parents' decisions not being considered, some parents prioritising their work and business over PA meetings, over reliance of parent representing most parents and unclear financial statements to parents. We can therefore do the following to help alleviate these.

- Schools and PA leaders must develop solutions to alleviate these challenges. For instance, addressing work commitments and time constraints by offering flexible meeting times and online participation options can increase parental engagement. Additionally, enhancing meeting content and creating a supportive environment can mitigate dissatisfaction and negative experiences. By overcoming these barriers, schools can foster a more inclusive and engaged parent community.

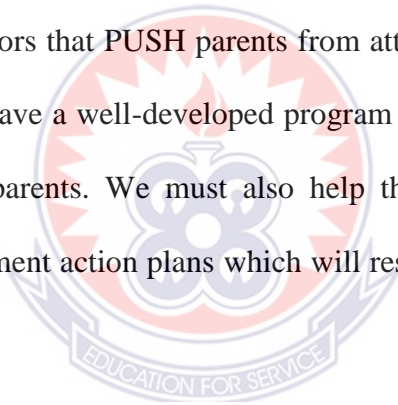
We can therefore do the following to help further encourage parents to attend PA meetings. Few of such ways are;

- School administrators should implement these recommended strategies to create a more engaging and supportive environment for parents. This includes utilizing technology for online meetings, enhancing early communication, and providing incentives for participation. A comprehensive approach to boosting parental involvement can lead to more active participation, which is positively associated with

improved academic performance.

Third, the parents, head teachers and heads of the PA committees provided several practical recommendations. Some of the major ones are;

- Educational institutions should emphasize the role of parents as partners in education and encourage their active participation in school activities. By improving parental engagement, schools can potentially enhance students' academic performance. Policies and practices that support and facilitate parental involvement should be a priority, as they contribute to a more collaborative and effective educational environment.
- Fourth, while this study has identified several factors that PULL parents to PA meetings and other factors that PUSH parents from attending PA meetings, these are not enough. We must have a well-developed program that will share the information from this study with parents. We must also help the Pas in different schools to develop plans to implement action plans which will result in higher levels of parental involvement in PA.



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APPENDIX I

UNIVERSITY OF EDUCATION, WINNEBA
DEPARTMENT OF SPECIAL EDUCATION
QUESTIONNAIRES

Relationship between parental involvement in Parent - Association (P.A) and students' academic performance: a case study of Akuapem South

I am **MASOPERH MARIAN**, a Master's student from the Department of Social Studies Education conducting a study on the *Relationship between parental involvement in Parent - Association (P.A) and students' academic performance*. Your responses to these questions are meant for academic purposes and will be kept confidential.

Quantitative data for students' performance

S/N	Age	Gender	No. of Subject Registered for BECE 2022/2023 Academic year	Best Six Subject passed	Total Grades	Name of Parent	No. of Times School Hosted PTA Meeting for 2022/2023 BECE Candidates	Number of Times Parent Attended PTA Meetings for 2022/2023 BECE Candidates	Identification Number for Schools
1									
2									
3									
4									
205									

APPENDIX II

UNIVERSITY OF EDUCATION, WINNEBA
DEPARTMENT OF SOCIAL STUDIES EDUCATION
INTERVIEW GUIDE

Relationship between parental involvement in Parent - Association (P.A) and students' academic performance: a case study of Akwapem South

I am **MASOPERH MARIAN**, a Master's student from the Department of Social Studies Education conducting a study on the *Relationship between parental involvement in Parent - Association (P.A) and students' academic performance*. Your responses to these questions are meant for academic purposes and will be kept confidential.

1. What are some of the factors that pushes (prevents) you as a parent from attending your child's P.A meetings?
2. What are the three (3) most critical factors that pulls you as a parent to attend P.A meetings at your child's school?
3. What are (3) critical factors that will encourage you to attend P.A meetings (Parent)?
4. What do you suggest would attract parents to attend P.A meetings?