

UNIVERSITY OF EDUCATION, WINNEBA

**PARENTAL INVOLVEMENT AND LEARNERS' ACADEMIC
PERFORMANCE: EVIDENCE FROM PECULIAR INTERNATIONAL
SCHOOL**



POSTGRADUATE DIPLOMA IN EDUCATION

UNIVERSITY OF EDUCATION, WINNEBA

**PARENTAL INVOLVEMENT AND LEARNERS' ACADEMIC
PERFORMANCE: EVIDENCE FROM PECULIAR INTERNATIONAL
SCHOOL**



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**A Project Report in the Department of Educational Foundations,
submitted to the school of
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of the requirements for the award of the degree of
Post-Graduate Diploma
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DECLARATION

Student's Declaration

I **Mark Mensah**, hereby declare that the content of this long essay was solely done by me under the supervision of Professor Samuel Amoah Asare and that to the best of my knowledge, it contains no material previously published by another person nor material which have been accepted for the award of any other degree of the University, except where due acknowledgement has been made to the text.

Signature:

Date:



Supervisor's Declaration

I hereby declare that the preparation and presentation of the project work were supervised in accordance with the guidance on supervision of project work laid down by the University of Education, Winneba.

Supervisor's Name: Professor Samuel Amoah Asare, PhD.

Signature:

Date:

DEDICATION

I dedicate this project to my wife, Mrs Stella Mensah, and my children; Kofi, Nana, Markella and Naomi, whose sacrifices have been instrumental in my academic journey. Their love and belief in my abilities have been a constant source of motivation.

I also dedicate this work to Mr and Mrs Asemani, whose encouragement and support have been invaluable throughout this process. Their patience and understanding have helped me stay focused and determined.

This work is a testament to the collective efforts of all those who have supported me, and I am deeply grateful for their contributions.



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Thank you all for your support and contributions toward the successful completion of this work.

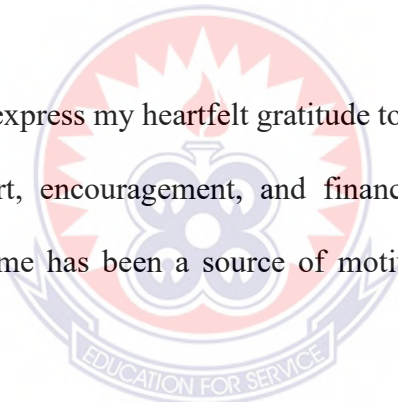


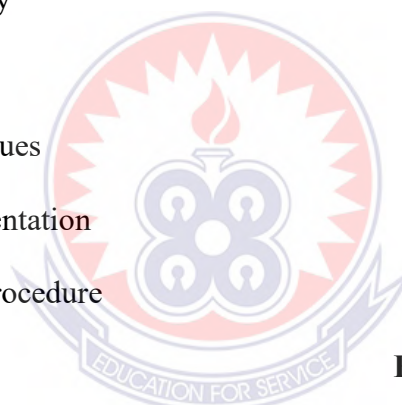
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ABTSRACT

This research examined the extent of parental involvement at Peculiar International School and how it influences students' academic performance. The study specifically aimed to evaluate the degree of parental engagement both at home and within the school setting, analyze its effects on students' academic achievement, identify challenges that hinder parental participation, and propose strategies to enhance such involvement. A quantitative research approach was employed, focusing on parents whose children are enrolled at Peculiar International School. From this population, a total of 203 parents were selected using stratified random sampling. Data collection was carried out through structured questionnaires, and the responses were analyzed using both descriptive and inferential statistical techniques. Findings revealed that parental involvement at home was moderate, while engagement in school-based activities was relatively higher. The study also established a significant positive correlation between parental involvement and students' academic performance. Nonetheless, several barriers such as limited time, poor communication, and lack of awareness were identified as key impediments to effective parental engagement. The study concludes that parental involvement plays a critical role in enhancing students' academic outcomes. Although school-based involvement is relatively encouraging, home-based engagement requires further improvement. The presence of barriers such as time constraints and ineffective communication reduces the full potential of parental support in children's education. The study recommended that Peculiar International School should strengthen its communication channels between the school and parents, introduce flexible scheduling for school activities to accommodate working parents, and provide regular sensitization programs to raise awareness of the importance of parental involvement. Additionally, the school should incorporate parents into its decision-making processes to foster stronger collaboration and shared responsibility for learners' academic success.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

The role of parental involvement in enhancing student academic performance has been widely acknowledged in educational research. Chophel & Choeda (2021) emphasize that when parents actively participate in their children's education-whether by overseeing homework or maintaining communication with school staff-students tend to achieve better academic outcomes. This partnership between parents and schools is instrumental in fostering environments that not only prioritize academic success but also support students' emotional and social development. According to Mytton et al. (2014) and Durisic and Bunijevac (2017), both home-based activities, such as assisting with schoolwork, and school-based involvement, like attending meetings or events, play a vital role in enriching students' learning experiences. Such engagement helps motivate children and encourages them to strive toward their full academic potential. Furthermore, research by Wilder (2023) highlights that educational success is not solely dependent on schools; rather, parental participation is equally important. Schools can enhance this collaboration by creating programs that invite family involvement and by fostering an inclusive, welcoming atmosphere for parents (Jeynes, 2018). A school climate that promotes openness and encourages parents to engage in their children's schooling can lead to significant improvements in student outcomes. Goodall & Montgomery (2023) argue that parents who stay informed about school policies, engage regularly with teachers, and participate in school activities are better equipped to support their children's educational journey. This involvement enables them to identify potential academic challenges early and provide the necessary guidance and support.

Lerner et al. (2022) also note that when parents offer consistent encouragement and motivation, they contribute substantially to their children's academic success.

A growing body of research has consistently demonstrated the benefits of parental involvement in a child's education. According to Grolnick and Pomerantz (2017), students whose parents are actively engaged in their learning often exhibit improved academic outcomes, enhanced social competencies, and higher levels of motivation. Likewise, Suparjan et al. (2024) observed that when parents support their children's education at home by reading with them or assisting with homework significantly boosts their academic achievement.

Despite these benefits, the extent of parental participation frequently varies, influenced by factors such as employment demands, family income, parenting approaches, and the efforts schools make to engage families (Hornby & Lafaele, 2023). The collaboration between parents and educators plays a pivotal role in fostering a learning environment that supports student success. Kim and Bryan (2017) emphasize that strong partnerships between families and school staff contribute to the creation of nurturing academic spaces that encourage better learning outcomes. Parental activities such as attending school events, participating in conferences, and contributing to decision-making processes enhance children's overall educational experiences (Garbacz et al., 2020).

In addition, the importance of culturally responsive parental engagement has gained attention in recent studies. Park and Holloway (2018) argue that adapting involvement strategies to meet the cultural needs of diverse families leads to more positive educational results, especially in multicultural contexts.

The rise of digital communication has further transformed how parents interact with schools. Online tools and communication apps now make it easier for families to stay connected and informed about their children's academic progress. Thompson (2016)

points out that technology facilitates more consistent and timely communication between home and school, fostering higher levels of parental engagement. Furthermore, Hoover-Dempsey et al. (2017) found that when parents believe their involvement makes a meaningful difference, they are more likely to remain actively engaged in their children's education. Schools also play a vital role in supporting and expanding parental involvement through structured initiatives. Van Voorhis et al. (2019) highlight that workshops and resource programs provided by schools can significantly enhance parents' ability to contribute to their children's educational success.

Nevertheless, disparities in socioeconomic status continue to pose barriers. As Jeynes (2016) explains, families with greater financial means often have more opportunities to participate actively in school-related activities, while Sheldon (2016) asserts that such inclusive practices lead to better engagement and, ultimately, improved student achievement.

Despite the growing global emphasis on parental involvement in education, there is a noticeable gap in empirical literature from the Ghanaian context. Most existing studies are situated in Western or developed countries, offering limited insights into how cultural, economic, and institutional factors influence parental involvement in Ghanaian schools. This lack of localized research presents a challenge for policymakers and educators aiming to design context-specific strategies that foster effective parent-school collaboration. As noted by Ghanney, (2017), scholarly attention to parental involvement in Ghana remains insufficient, and more focused studies are needed to bridge this contextual knowledge gap and guide educational improvement efforts in the country. This study seeks to examine parental involvement and learner's academic performance.

1.2 Statement of the Problem

The influence of parental involvement on student academic achievement has become a focal point in educational research. Snell et al. (2018) note that the family environment is central to shaping children's educational success both in school and later in life, with engagement at home and within schools proving equally essential. Collaboration between parents and educational institutions fosters a shared responsibility for promoting academic excellence. Scholars such as Epstein (2018), Boonk et al. (2018), and Lara and Saracostti (2019) stress that effective parent-school partnerships significantly boost student outcomes. Lara and Saracostti (2019) demonstrated that parental involvement at the elementary level enhances performance, while Posey-Maddox and Haley-Lock (2020), through a qualitative study, confirmed that mothers' active participation directly contributed to children's academic success.

The absence of parental involvement, however, has detrimental effects. Mata et al. (2018) concluded that lack of engagement undermines students' academic progress, while Paul et al. (2021) found that students with minimal parental support face higher risks of dropping out. Yet, the extent and impact of parental involvement vary considerably across contexts (Owen & Philip, 2013). At Peculiar International School, informal reports suggest inconsistency: some families are deeply engaged while others are not, which, as Boonk et al. (2018) argue, may contribute to uneven student outcomes. Jeynes (2016) explains that differences in parental involvement often stem from socioeconomic status, job demands, and resource access, which limit full participation and create unequal learning opportunities.

Modern life intensifies these challenges. Jelas et al. (2016) highlight parents' difficulties in balancing work, household duties, and school participation, while Epstein (2018) points out that poor communication between schools and families further

hinders partnerships. At Peculiar International School, while some parents navigate these barriers, others struggle, creating disparities in engagement. Mekgwe and Maseko (2023) confirm that such inconsistencies can significantly affect student growth and achievement. Importantly, Hoover-Dempsey et al. (2017) emphasize that parents' perceptions of their role and their confidence in contributing meaningfully to education are critical determinants of involvement.

The global relevance of parental engagement is evident across diverse contexts. Studies in Chile (Lara & Saracostti, 2019), the United States (Jarrett & Coba-Rodriguez, 2019; Posey-Maddox & Haley-Lock, 2020), the United Kingdom (Puccioni et al., 2022), and South Africa (Mutodi & Ngirande, 2014) consistently demonstrate that emotional support, homework supervision, school participation, and socioeconomic investment all positively influence academic success. These findings reinforce the view that parental involvement is multifaceted and deeply influential across educational systems. In Ghana, the evidence aligns with international trends. Anokye (2016) revealed that consistent parental support at Patasi MA Junior High correlated with student progress. Taylor (2018) highlighted how parental involvement enhanced female senior high school students' engagement in the Bosomtwe District, while Insaadoo (2022) examined parental roles in school administration and academic achievement in Abura Asebu Kwamankese. Gyamfi and Pobbi (2016) confirmed the positive influence of parental monitoring at the basic level, and Kwarteng et al. (2022) identified how socioeconomic status mediates involvement and outcomes.

Amoako et al. (2020) reinforced the importance of parental support for pre-tertiary learners, while Kumah et al. (2024) demonstrated that such support continues to influence academic performance at tertiary institutions. In early childhood education, Abrokwah (2023) found high levels of engagement in Effutu Municipality, and Dabie

and MacKenzie (2025) provided a broad Ghanaian perspective, identifying both strengths and challenges, such as poverty, low literacy, and weak communication.

Despite this robust body of work, existing studies remain fragmented. Many focus on specific districts, levels of education, or narrow aspects of involvement such as financial support or school attendance, leaving other dimensions underexplored. Crucially, research in Ghana has rarely focused on private basic schools, which operate under unique administrative and cultural settings. This is significant, as private schools represent a rapidly expanding sector yet remain understudied. Furthermore, no existing study holistically integrates both home- and school-based parental involvement within a single private institution to evaluate its collective impact, contextual barriers, and strategies for improvement.

Therefore, while prior studies consistently affirm the importance of parental engagement, a clear empirical gap exists in Ghanaian literature regarding private basic schools. Dabie and MacKenzie (2025) argue for more inclusive studies that not only examine how parental involvement affects learning outcomes but also propose actionable solutions to localized challenges. Against this backdrop, the present study focuses on Peculiar International School, a private basic institution, to explore the nature, influence, and barriers of parental involvement and to recommend strategies for strengthening engagement to enhance learner outcomes.

1.3 Purpose of the study

The purpose of this study was to examine how parental involvement at home and school influences learners' academic performance at Peculiar International School, identify barriers hindering effective engagement, and recommend strategies to enhance parental participation for improved academic outcomes within the private basic school setting in Ghana.

1.4 Research Objectives

The study seeks to:

1. Determine the extent to which parents are involved in their children's education at Peculiar International School (both at home and at school).
2. Examine the impact of parental involvement on students' academic achievement at Peculiar International School.
3. Identify the barriers to parental involvement at Peculiar International School.
4. Determine strategies Peculiar International School can implement to mitigate the challenges and promote effective parental involvement.

1.5 Research questions

1. To what extent are parents involved in their children's education at Peculiar International School, both at home and at school?
2. What is the impact of parental involvement on students' academic achievement at Peculiar International School?
3. What are the barriers to parental involvement at Peculiar International School?
4. What strategies can Peculiar International School implement to mitigate the challenges and promote effective parental involvement?

1.6 Significance of the Study

The significance of this study on parental involvement and its impact on student achievement at Peculiar International School is crucial for various stakeholders. By examining the role of parental engagement, the study provides a clearer understanding of how parents contribute to their children's academic success. It highlights specific behaviors and actions taken by parents, offering insights into how both direct and indirect parental involvement affects student outcomes. A key focus of this research is understanding which types of parental involvement are most effective in boosting

academic performance. This knowledge can help schools design programs that promote active parental participation, ultimately strengthening the parent-school relationship. The study can serve as a guide for schools aiming to create a more collaborative educational environment. Additionally, the research identifies barriers that limit parental involvement, such as socioeconomic constraints, time limitations, and lack of resources. Understanding these challenges allows educators and policymakers to create targeted interventions that can help parents engage more effectively with their children's education. Solutions like flexible meeting schedules, resource provision, and inclusive school policies are among the strategies that can improve parental involvement. Finally, the study emphasizes the connection between parental engagement and student achievement. By establishing this link, the research provides evidence to support policies that encourage parental participation. In doing so, the study not only contributes practical solutions for schools but also adds to the academic understanding of how parental involvement influences educational outcomes. Researchers can build upon these findings to further explore parental engagement and its broader effects.

1.7 Scope of the Study

This study examined parental participation and its perceived effect on the academic performance of pupils at Peculiar International School. The study concentrated on the responsibilities of parents in their children's education, the nature of school activities they engaged in, the obstacles to their participation, and possible methods to alleviate these difficulties. The research employed a quantitative design, utilizing surveys and structured questionnaires to collect data from parents, teachers, and administrators at Peculiar International School. The target demographic comprised parents of kids from multiple grade levels within the academy, ensuring a thorough understanding of

parental involvement throughout diverse educational stages. The quantitative method facilitated the collection of numerical data, which was statistically analyzed to identify patterns, correlations, and potential causal relationships between parental participation and student achievement.

1.8 Limitations of the Study

While this study aimed to provide valuable insights into parental involvement at Peculiar International School, certain limitations were acknowledged. The reliance on self-reported data from surveys and questionnaires may have introduced response bias, as participants might have provided socially desirable answers. However, the use of validated instruments and the assurance of anonymity helped mitigate this limitation. Additionally, the study focused exclusively on Peculiar International School, which may have limited the generalizability of the findings to other educational settings. The specific context and demographics of the school could have influenced the results. Nevertheless, the insights gained still offered valuable implications for similar institutions.

The study employed a quantitative design, which was effective for identifying trends and correlations but did not capture the full complexity of parental involvement. Despite this, the statistical analysis provided robust data to inform educational practices and policies. Lastly, the study was conducted over a specific period, which might not have reflected long-term trends. Nonetheless, the findings offered a snapshot of parental involvement and its impact on student achievement, providing a solid foundation for future research.

1.9 Delimitation of the Study

This study focused on examining parental participation and its perceived effect on student progress at Peculiar International School. The emphasis was on comprehending

the impact of parental involvement in both home and school activities on their children's academic achievement. The research was confined to the viewpoints of parents, educators, and school officials at Peculiar International School. It did not encompass other schools or educational environments, which may have exhibited distinct patterns of parental engagement. The study concentrated mainly on parental behaviors, including homework supervision, participation in school events, and involvement in parent-teacher meetings, while omitting wider aspects like community engagement or educational policy. This research offered significant insights into parental engagement at Peculiar International School; nevertheless, the findings may not be applicable to various educational contexts owing to variations in social, cultural, or regional characteristics.

1.10 Organization of the Study

This study was organized into five chapters to explore parental involvement and its impact on student achievement at Peculiar International School. Chapter One introduced the study, covering the background, problem statement, research objectives, research questions, significance, scope, limitations, and organization of the study. Chapter Two reviewed existing literature on parental involvement, examining different theories, models, and studies that showed how parents affected their children's school success. Chapter Three outlined the research methodology, including the quantitative design, data collection methods, sampling techniques, and data analysis procedures. Chapter Four presented the results of the study, providing both descriptive and inferential statistical analyses. Chapter Five discussed the findings in relation to the literature, drew conclusions, and offered recommendations for future research and practice.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter explored existing studies on parental involvement and learners' academic achievement. It examined key theories, conceptual frameworks, and empirical findings, and highlighted gaps in the research, emphasizing their relevance to Peculiar International School (PIS).

2.1 Theoretical Framework

2.1.1 Social Capital Theory

Social Capital Theory, initially introduced by Pierre Bourdieu and later developed by scholars such as James Coleman and Robert Putnam, explains how social connections, shared norms, and mutual trust can promote collaboration and offer access to valuable resources and support systems. At its core, the theory posits that social relationships are assets that individuals and groups can utilize to achieve goals, including advancements in education. Social capital typically falls into three categories: bonding, bridging, and linking. Bonding capital exists within close-knit groups like families and friends; bridging capital connects individuals across diverse social groups; and linking capital describes relationships between individuals and institutions or those in positions of authority.

Bourdieu (1986) argued that social capital, alongside cultural and economic capital, plays a vital role in accessing benefits and perpetuating social hierarchies. His work laid a strong theoretical foundation for understanding how social networks influence opportunities and outcomes. Building on this, Portes (1998) noted that individuals who are embedded in extensive and diverse social networks often experience improved educational and career trajectories, largely due to enhanced access to resources. James

Coleman (1988) expanded the application of social capital into the field of education. He emphasized the role of family and community ties in fostering children's development and academic success. His study on high school dropout rates demonstrated that students embedded in strong social networks within their families and communities were less likely to leave school prematurely. Putnam (2000) further refined the theory by distinguishing between bonding and bridging forms of social capital. He contended that communities rich in social capital tend to exhibit better educational outcomes because relationships within these communities facilitate the flow of information and mutual support.

In alignment with these perspectives, Rafiei et al. (2021) found that children's academic performance is shaped by the social capital available within their familial and communal environments. Tzur et al. (2023) also explored how access to information and opportunities through social networks enhances both educational and professional achievements. Spiteri & Cin (2025) in their review of social capital in education, concluded that supportive relationships and a positive school environment, both fostered by social capital, are critical in promoting student success. Moreover, Israel, Beaulieu, and Mishra (2020) identified that rural students with higher levels of community engagement, a component of social capital, performed better academically. The relevance of Social Capital Theory to this study lies in its ability to provide a framework for analyzing how parental involvement and community support impact student achievement at Peculiar International School. By examining the dynamics of bonding, bridging, and linking social capital within the school and its surrounding community, the study aims to gain deeper insights into how social relationships contribute to educational outcomes.

In summary, Social Capital Theory offers a comprehensive lens through which to understand the influence of social networks in educational contexts. The existing body of research highlights its pivotal role in improving academic success by ensuring access to support and resources. Integrating this theoretical perspective into the current study enables a thorough examination of factors that either enhance or limit parental engagement and ultimately support the development of strategies to boost student performance at Peculiar International School.

2.2 Conceptual Review of Parental Involvement in Education

Parental involvement in education is widely recognized as a critical factor influencing student outcomes. It encompasses various forms of engagement, including participation in school activities, support for learning at home, and fostering educational aspirations. Epstein (2018) provides a widely accepted definition, describing it as parents' participation in educational activities at home and school. Her framework identifies six types of involvement: parenting, communicating, volunteering, learning at home, decision-making, and community collaboration, highlighting the diverse ways parents can support their children's education. Kim and Hill (2015) differentiate parental involvement into home-based and school-based categories. Home-based involvement includes helping with homework and discussing school events, while school-based involvement covers attending functions and volunteering in classrooms. They argue that both types are vital, but their impact may vary based on context. Goodall and Montgomery (2014) emphasize that effective involvement hinges on the quality of interactions between parents and children, as well as parents and teachers, suggesting that these positive relationships are key to academic success.

Cultural influences on parental involvement are explored by LaRocque, Kleiman, and Darling (2011), who argue that cultural norms shape how parents engage in education.

In some cultures, parental involvement is more focused on home-based support, while in others, it includes active participation in school. Wang and Sheikh-Khalil (2014) further highlight that parental involvement fosters both academic and emotional well-being, particularly when parents provide a structured and supportive home environment, contributing to overall development. Jeynes' (2016) meta-analysis reveals that sustained parental involvement from early childhood to adolescence enhances academic performance and reduces behavioral problems, reinforcing the long-term benefits of active engagement. Sheldon and Epstein (2016) also point out that school policies and practices that encourage parental involvement lead to better student outcomes, demonstrating the importance of institutional support and a welcoming school climate. Aldridge and McChesney (2021) and Brajša-Žganec et al. (2019) agree that parental involvement is essential for educational success. However, varied definitions and a lack of clear communication can make it difficult for parents to understand their role. To improve involvement, Harwood et al. (2019) suggest using parent-friendly language and clarifying expectations, which can foster stronger home-school relationships. Schools must create programs that enhance parental engagement in school matters, including decision-making processes that affect students' academic achievement.

2.2.1 Parental involvement in school

Parental involvement in school plays a vital role in students' academic success and overall development. It includes activities such as attending school meetings, volunteering, engaging in decision-making, and collaborating with teachers. Hill and Tyson (2009) highlight that attending parent-teacher conferences helps parents stay informed about their children's progress, fostering a supportive home-school partnership. Volunteering in school, according to Epstein (2018), enhances the school

climate and allows parents to engage directly in their children's education, while also providing them with better insights to support learning at home. Parents' participation in decision-making processes, such as serving on school boards, is equally important. LaRocque, Kleiman, and Darling (2011) suggest that this involvement fosters a sense of ownership and creates a more inclusive school environment. Collaboration between parents and teachers ensures consistent messaging, which Kim and Hill (2015) argue motivates students and enhances academic success.

Supporting extracurricular activities is also essential, with Wang and Sheikh-Khalil (2014) noting that parental involvement boosts children's self-esteem and fosters a sense of belonging. Formal parental involvement, such as through parent-teacher organizations (PTOs), plays a significant role in influencing school policies and advocating for resources (Epstein, 2018). Goodall and Montgomery (2014) stress that this formal engagement increases accountability and improves school transparency. Research by Fan and Williams (2010) shows that parental aspirations and encouragement are linked to student success, while Desforges and Abouchaar (2003) emphasize that the quality of parental involvement matters more than quantity. Wilder's (2014) meta-analysis reinforces that parental involvement leads to better academic outcomes. Furthermore, Goodall and Montgomery (2014) argue for shifting from "parental involvement" to "parental engagement," highlighting the importance of meaningful partnerships. Finally, Park and Holloway (2017) stress that cultural and socioeconomic factors influence parental involvement, and schools should adopt inclusive strategies to engage all parents effectively.

2.2.2 Parental involvement at home

Parental involvement at home is a multifaceted concept that encompasses a range of activities crucial for supporting a child's educational journey and fostering academic

success. This involvement broadly refers to parents' participation in their children's educational activities outside the formal school environment. Jeynes (2018) defines this involvement as including direct actions like helping with homework, reading together, and discussing school-related topics, which significantly enhance children's academic performance and motivation. Beyond academic support, parental involvement also entails creating a nurturing home environment that promotes a love for learning. Silinskas et al. (2020) argue that this involves setting educational expectations, providing resources, and establishing routines that prioritize education. Such an environment aids children in developing positive attitudes toward learning and self-discipline. Cultural and socio-economic factors notably influence parental involvement at home.

Park and Holloway (2018) highlight that cultural norms and values shape how parents engage with education. Some cultures emphasize academic achievement with substantial homework support, while others focus on a balanced approach that integrates academics with extracurricular activities and family responsibilities. Understanding these cultural differences is essential for fostering effective parental involvement in diverse communities. Technology has emerged as a significant facilitator of parental engagement. Thompson et al. (2018) found that digital tools like educational apps and online platforms enhance parental involvement by providing resources and improving communication with teachers, making it easier for parents to support their children's learning. The impact of parental involvement extends beyond academics.

Wang and Sheikh-Khalil (2018) found that engaged parents positively affect children's emotional well-being and social skills, contributing to higher self-esteem and better emotional regulation. This holistic influence underscores the importance of parental

involvement for overall child development. Moreover, the quality of parental interactions is critical. Goodall and Montgomery (2018) emphasize that effective engagement involves supportive and encouraging interactions, which help build children's confidence and motivation, leading to improved educational outcomes. The COVID-19 pandemic further highlighted the importance of this involvement, as Garbe et al. (2020) noted that parents actively engaged in remote learning could mitigate some negative impacts on educational outcomes during school closures. Recent studies also point to socio-economic disparities in parental involvement. Kim and Bryan (2019) found that parents from higher socio-economic backgrounds are more likely to provide educational resources, emphasizing the need for policies that ensure equitable parental involvement across all socio-economic groups, thus supporting equal educational opportunities for all children.

2.2.3 Factors that influence parental involvement in education

Parental involvement in education is shaped by a variety of factors that can either facilitate or hinder parents' engagement in their children's learning. These factors range from socio-economic and cultural influences to school policies and individual parental beliefs. Understanding these influences is essential for developing effective strategies to promote parental involvement. By examining the diverse elements that impact parental engagement, educators and policymakers can address challenges and create supportive environments that encourage active participation from all parents. Below are the factors that influence parental involvement in education.

2.2.3.1 Socio-Economic Status

Socio-economic status (SES) is a multifaceted metric encompassing economic, social, and professional standing, typically assessed via income, educational qualifications, and occupational prominence. Socioeconomic status profoundly impacts all facets of

life, including health, lifestyle, and educational prospects. In education, socioeconomic status significantly influences parental participation, which is essential for children's academic achievement. Comprehensive studies underscore the correlation between socioeconomic status (SES) and parental engagement in education, illustrating how SES influences the resources and opportunities accessible to both parents and their children. Kim and Bryan (2019) assert that parents of higher socioeconomic status own greater financial resources, time, and educational materials, which allows them to offer superior academic support. They are likely to possess elevated educational qualifications, augmenting their capacity to aid with schoolwork and educational endeavors, thus fostering a supportive learning atmosphere at home.

Parental educational achievement, a crucial element of socioeconomic status, profoundly influences engagement. Silinskis et al. (2020) discovered that parents with elevated educational attainment typically exhibit greater confidence in providing academic help to their children. This confidence manifests in efficient homework support, constructive study habits, and an engaging educational atmosphere. Informed parents typically possess a superior comprehension of the educational system, enabling them to advocate proficiently for their children's requirements within the academic structure. Income, a vital component of socioeconomic status, significantly influences the educational resources parents can supply. Jeynes (2018) asserts that affluent parents can get supplementary educational resources, like tutoring, extracurricular activities, and instructional technology, thereby enriching their children's learning experiences. These materials provide direct academic assistance while also fostering talents and interests that enhance overall educational achievement.

The employment status of parents, impacted by socioeconomic level, impacts their involvement in their children's schooling. Park and Holloway (2018) assert that parents

with secure, lucrative employment typically possess more adaptable schedules, enabling them to attend school events, confer with educators, and engage in school governance. Conversely, parents of lower socioeconomic status may have multiple jobs or possess inflexible schedules, which restricts their availability for educational engagements. The cultural setting is a crucial element influencing parental participation. Cultural values and conventions shape parental perceptions of their educational roles and the forms of involvement they emphasize. Certain cultures prioritize academic success and parental engagement in educational activities, whereas others concentrate on social and moral growth.

Silinskas et al. (2020) emphasize that comprehending these cultural subtleties is crucial for formulating effective ways to enhance parental engagement in varied groups. Technological improvements have underscored the influence of socioeconomic status on parental engagement. Garbe et al. (2020) discovered that during the COVID-19 pandemic, availability to digital devices and dependable internet was essential for facilitating remote learning. Parents of higher socioeconomic status were more likely to possess these resources, so enhancing their ability to support their children's education at home. The digital divide intensified existing disparities, highlighting the necessity for measures that guarantee equitable access to educational technologies. Mental health and well-being, intricately associated with socioeconomic status, affect parental participation. Wang and Sheikh-Khalil (2018) discovered that lower socioeconomic status correlates with elevated stress levels and mental health issues, adversely affecting parents' capacity to participate in their children's schooling. Addressing mental health disparities is essential for improving parental engagement, especially in families with lower socioeconomic status.

2.2.3.2 Cultural influences

Cultural influences encompass the shared values, beliefs, norms, and practices within a community that shape behaviors and attitudes, significantly affecting parental involvement in education. These influences are deeply rooted in a family's heritage and societal expectations, impacting the extent and nature of parental engagement in their children's learning experiences both at home and in school. Research indicates that cultural values profoundly influence parental involvement. Hill and Tyson (2017) assert that in cultures where education is highly valued as a pathway to socio-economic mobility, parents are more likely to actively engage in their children's education through activities such as helping with homework and attending school events. Different cultural groups hold distinct beliefs about parental roles; for instance, Lee and Bowen (2016) found that some Asian cultures emphasize proactive parental involvement in academics, while Western cultures may encourage children's independence.

Language barriers and immigration status can hinder involvement among immigrant families. Turney and Kao (2019) highlight that non-native speakers may struggle to communicate with educators, limiting their participation. Additionally, cultural expectations regarding gender roles can influence parental involvement. Castro et al. (2020) emphasize that traditional roles may lead to mothers taking on primary educational responsibilities. Cultural influences also shape parents' educational expectations. In cultures emphasizing academic achievement, parents may align their support with high expectations, motivating them to invest time and resources into their children's education (Castro et al., 2020). Understanding these cultural contexts is essential for fostering effective parental involvement in diverse communities.

2.2.3.3 School practices, policies, and environment

School practices, policies, and environment play a crucial role in shaping parental involvement in education. These factors encompass the formal regulations, informal practices, and overall atmosphere within a school that collectively influence how and to what extent parents participate in their children's educational experiences. School policies refer to the formal rules and guidelines set by educational institutions to regulate various aspects of school functioning.

Practices involve the actions and strategies implemented by school staff to engage parents, while the school environment pertains to the overall climate and culture within the school that affects parent-school interactions. Research has shown that clear and inclusive school policies significantly enhance parental involvement. According to Smith and Sheridan (2019), schools that develop comprehensive policies promoting parental engagement tend to see higher levels of involvement from parents. These policies often include structured opportunities for parents to participate in school decision-making processes, volunteer in classrooms, and attend school events. Such formalized guidelines provide a framework that encourages and facilitates active parental participation, fostering a collaborative relationship between parents and schools.

Moreover, the practices implemented by school staff are pivotal in promoting parental involvement. Epstein et al. (2018) emphasize that schools with proactive outreach programs and regular communication channels with parents create a more inclusive environment for parental engagement. Effective practices include parent-teacher conferences, workshops, and regular updates on student progress. Schools that consistently engage in these practices not only keep parents informed but also empower them to take an active role in their children's education. For instance, Mapp and Kuttner

(2018) highlight that schools that provide tailored support to parents, such as offering bilingual communication or flexible meeting times, are more successful in fostering meaningful parental involvement.

The school environment, or the overall climate and culture within the school, also has a profound impact on parental involvement. A welcoming and inclusive school environment encourages parents to feel comfortable and valued as partners in their children's education. According to Goodall and Montgomery (2018), schools that prioritize building positive relationships with parents create a sense of belonging and mutual respect. This supportive atmosphere is characterized by open communication, mutual respect, and a shared commitment to student success. When parents feel welcomed and respected, they are more likely to engage actively in school activities and support their children's educational endeavors.

Furthermore, research by Kim and Sheridan (2020) suggests that schools that actively seek to understand and address the diverse needs of their parent community tend to have higher levels of parental involvement. This involves recognizing and accommodating the cultural, linguistic, and socio-economic diversity of families. For example, schools that provide resources and support for non-English-speaking parents can significantly improve their engagement. Tailoring communication and involvement strategies to meet the specific needs of different parent groups helps create a more inclusive environment that promotes active participation.

Additionally, the physical environment of the school can influence parental involvement. According to Sheldon and Epstein (2016), schools with well-maintained facilities and welcoming spaces for parents encourage greater involvement. Parents are more likely to participate in school activities when they perceive the school as a safe, clean, and inviting place. Creating designated spaces for parents, such as parent

resource centers or comfortable meeting areas, enhances their engagement by providing a physical space that fosters interaction and involvement.

2.2.3.4 Time and availability

Time and availability are crucial factors influencing parental involvement in education, impacting how much time parents can allocate to engage in their children's academic activities and participate in school events. Various sources, including work commitments, household responsibilities, and personal obligations, often impose constraints that hinder active parental engagement. Research highlights that parental involvement is heavily dependent on parents' availability to invest time in their children's education. Mullan and Maguire (2019) found that parents with flexible work schedules or shorter hours are more likely to engage in their children's schooling, including attending parent-teacher conferences and helping with homework. The study indicates that parents with more free time can provide essential support, contributing significantly to their children's academic success.

Conversely, parents with demanding work schedules face challenges in being present and involved. Galindo and Sheldon (2016) note that those juggling multiple jobs or long hours often struggle to attend school meetings or assist with daily homework. This lack of availability creates barriers to effective communication with educators, limiting parents' ability to stay informed about their children's academic progress and school activities. Thus, time constraints due to work commitments pose significant impediments to parental involvement. Moreover, Bower and Griffin (2018) emphasize that parental availability is also affected by other responsibilities, such as caring for younger children, elderly family members, or managing household tasks. These additional duties can further limit the time parents can dedicate to educational

involvement, often leading them to prioritize other responsibilities over their children's education.

The timing of school events and activities is another critical factor in parental involvement. Hornby and Blackwell (2018) argue that when schools schedule meetings and events during work hours, they inadvertently create barriers to participation. Flexible scheduling and offering multiple opportunities for parents to engage, such as evening or weekend events, can help accommodate those with daytime commitments, thus increasing parental involvement. Research by McConnell and Kubina (2016) indicates that schools providing remote or virtual participation options significantly enhance parental involvement. This approach is especially beneficial for parents who cannot be physically present due to time constraints or geographical distance. Virtual meetings, online portals for tracking student progress, and electronic communication channels effectively engage parents who may otherwise struggle to participate actively, allowing schools to bridge the gap created by limited availability. Support from employers is also a vital factor influencing parental involvement.

Clarke and Baxter (2019) argue that employers who recognize the importance of work-life balance and offer flexible work arrangements contribute to higher levels of parental engagement in education. Policies allowing parents to take time off for school-related activities or providing flexible scheduling can significantly impact their ability to be involved. Thus, supportive work environments play a crucial role in facilitating parental participation in their children's education.

2.2.3.5 Parenting self-efficacy

Parenting self-efficacy may influence parental involvement among parents. For instance, Shin (2018) conducted a quantitative study with 304 parents to investigate parental empowerment and the role of self-efficacy in parental involvement in the

United States. In their findings, Shin (2018) established that parenting self-efficacy enables parents to exert more effort in the area of focus, persevere in the face of difficulty, and respond resiliently to diversity to ensure the goals are achieved as aspired for their children's future. Individuals with self-efficacy are less prone to self-defeating thought patterns and experience less stress and depression than low self-efficacy (Shin, 2018).

Similar findings to Shin (2018) were replicated in a qualitative study by Huang et al. (2018), who found that parenting self-efficacy positively influenced parental involvement in their children's activities to ensure their academic achievement is according to future goal aspirations. Valdes-Cuervo et al. (2020) also reported that parental self-efficacy significantly impacts their involvement in their children's education. The studies discussed indicate that parenting self-efficacy may positively influence parental involvement among parents. Parenting self-efficacy is likely to influence parental involvement in the children's academic and career aspiration activities. To support the finding reported by Huang et al. (2018), Albanese et al. (2019) conducted a systematic review of 115 peer-reviewed articles to investigate the role of parenting self-efficacy in child and parental well-being in the United States. Extending Huang et al. (2018) and Shin's (2018) findings, Albanese et al. (2019) reported that self-belief and resiliency from parents have been understood to be critical factors influencing parental involvement among parents.

Parenting self-efficacy enables parents to organize and execute courses of action required to produce given attainment for parents and their children (Albanese et al., 2019). Extending Albanese et al. (2019) findings, Buchanan and LeMoyne (2020) reported that parenting self-efficacy is domain-specific, with experience concerning a given domain affecting the parent's sense of confidence in engaging in their children's

career and academic achievement (Buchanan & LeMoyne, 2020). Kong and Yasmin (2022) investigated the role of parental self-efficacy on parental involvement and found that parental self-efficacy significantly influences parents' engagement in their children's education.

2.2.4 Strategies for increasing parental involvement

2.2.4.1 Parental education

Educating parents about their role in their children's academic success is likely to boost their participation. For example, Ishimu et al. (2018) explored family engagement and equitable collaboration, revealing that educating parents through capacity and relationship building informed them of their positive role in enhancing student engagement and increased their willingness to participate in school activities. Similarly, Wong et al. (2018) found that parents who lacked academic engagement knowledge benefited from training, which increased their participation in school programs. Hornby and Blackwell (2018) confirmed that parental education boosted involvement in school activities.

Hill et al. (2018) noted that while black parents were less likely to participate, informing them of the benefits encouraged their engagement. Workshops and seminars are common methods schools use to educate parents about involvement benefits. Ishimaru (2019) reported that these activities strengthened relationships between parents, teachers, and students, positively impacting parental involvement. Erdener and Knoeppel (2018) also found that training workshops increased parental engagement. Stefansen et al. (2018) highlighted that workshops informed parents of the benefits of engaging in activities with their children. Hamlin and Flessa (2018) noted that workshops provided strategies for parents to engage academically with their children.

Overall, parental education enhances involvement by informing parents of the benefits and strategies for effective engagement.

2.2.4.2 Personalized parent involvement

Researchers have identified personalization as a key strategy to boost parental involvement, especially for underperforming students. Personalizing parental involvement means engaging with parents and families of specific schools to improve student performance (Kiyama & Harper, 2018). Since families vary, strategies must be tailored to their unique characteristics (Kiyama & Harper, 2018; Park & Holloway, 2018; Touloupis, 2021). For example, African American families often have lower parental involvement compared to White families due to economic activities, perceptions of parental roles, and residential areas (Borup et al., 2019; Marchand et al., 2019; Musetti et al., 2021). Personalized involvement has been shown to encourage participation among Black parents by demonstrating the school's commitment to student achievement. It also fosters positive relationships with teachers, leading to increased engagement in school activities (Gennetian et al., 2019; Houri et al., 2019).

2.2.4.3 Regular communication

In addition to direct parental involvement, consistent communication with parents is crucial for enhancing engagement. Hill et al. (2018) found that proactive, transparent communication between educators and parents in diverse middle schools increased parental participation. Schools used communication to update parents on academics, inform them of events, and gather feedback on student success strategies (Cheng & Chen, 2018; Cortes et al., 2021; Harper et al., 2019). It also kept parents aware of homework, ensuring it was completed (Harper et al., 2019; McSweeney, 2018). Effective communication boosts active parental involvement in education. Researchers noted that teachers increasingly use text messaging to engage parents and seek their

input (Ehrenreich et al., 2019; Epstein, 2018; Singh et al., 2020). Smythe-Leistico and Page (2018) found that text messaging improved attendance and engagement. Bajar and Bajar (2019) reported that parents monitored academics through text communication. Bigelow et al. (2020) highlighted texting as an easy way to invite parents to school activities, enhancing involvement and performance.

2.2.4.4 Volunteering programs

Researchers have shown that encouraging parents to volunteer in school programs boosts their involvement in their children's academics (Gokturk & Dinckal, 2018; McDowell et al., 2018; Mendez & Swick, 2018). For example, Mendez and Swick (2018) found that volunteering in activities like exam invigilation and sports participation increased parental engagement. McDowell et al. (2018) agreed, noting that while parental involvement's impact on academic outcomes was minor, appealing programs increased parental volunteering. Gokturk and Dinckal (2018) observed that inviting parents to monitor classrooms or sports encouraged broader participation and heightened interest in their children's academics. Ilik and Er (2019) noted that many teachers used volunteer programs to engage parents. Hamlin and Li (2020) found that volunteering created a safer learning environment, boosting performance. Additionally, volunteering equipped parents to better prepare their children for school (Barnett et al., 2020; Freeman & Jacob Kirksey, 2022; Montes & Montes, 2020). It also fostered school-community collaboration, promoting security and advising on behavior and academic effort (Grace et al., 2018; Malluhi & Alomran, 2019; McIntosh & Hayden, 2021).

2.2.4.5 Parent-instructor partnership

A positive relationship between teachers and parents has also increased parental involvement. DeSpain et al. (2018) found that a positive teacher-parent interaction

increased the willingness of parents to participate in school and specific class activities that involved their 46 children's academic life. Kelty and Wakabayashi (2020) also found that parent-teacher partnership was a strong motivator for parents seeking to get involved in knowing their children's academic progress. Further, Koch (2020) established that parents who interacted with teachers regularly used the opportunity to participate in different school activities that increased their involvement. In previous findings, Grace and Gerdes (2019) found parent-teacher association to increase the number of parents willing to participate in different academic and non-academic programs. Similar findings were reported by Harpaz and Grinshtain (2020), who found that parent-tutor engagement helped parents actively monitor the needs of special students and provide them with the necessary parental and tutor help they require to succeed academically.

2.3 Academic achievement

Academic achievement is a multifaceted concept that broadly refers to the extent to which a student, teacher, or institution has achieved their educational goals, both short-term and long-term. This concept encompasses a range of skills and knowledge acquired in a school setting, making its measurement crucial for educational assessments and improvements. Various researchers have explored different dimensions of academic achievement, contributing to a comprehensive understanding of this vital educational outcome. Historically, academic achievement has been measured using standardized test scores, grades, and graduation rates. Crede, Roch, and Kieszczynka (2016) emphasized that standardized test scores are a common metric for assessing academic performance, providing a quantitative measure of students' mastery of curriculum content. However, this approach has faced criticism for its narrow focus on rote memorization and test-taking skills, overlooking a more holistic view of student

learning and development. In recent years, scholars have expanded the definition of academic achievement to include non-cognitive factors such as motivation, self-regulation, and social skills. Duckworth and Yeager (2015) argued that attributes like grit and perseverance are significant predictors of academic success, highlighting the importance of students' attitudes and behaviors toward learning. This perspective aligns with findings from Farrington et al. (2016), who identified academic behaviors, academic perseverance, academic mindsets, learning strategies, and social skills as key components influencing academic performance. The role of socio-economic status (SES) in academic achievement has also been extensively studied. Reardon (2016) noted that students from higher SES backgrounds tend to perform better academically due to access to educational resources, supportive learning environments, and extracurricular opportunities. This disparity underscores the necessity for equitable educational policies that address the gaps in academic achievement among different socio-economic groups. Another critical dimension of academic achievement is the influence of parental involvement.

Jeynes (2016) conducted a meta-analysis revealing that parental engagement, such as reading with children and attending school events, significantly enhances students' academic outcomes. This finding is supported by Wilder (2016), who emphasized that both the quality and quantity of parental involvement are crucial for fostering academic success. Moreover, the impact of teacher quality on academic achievement cannot be overlooked. Darling-Hammond, Hyler, and Gardner (2017) highlighted that effective teaching practices, ongoing professional development, and positive teacher-student relationships play a pivotal role in students' academic performance. Their research indicates that well-prepared and motivated teachers can inspire students to achieve higher academic standards. Recent studies have also explored the impact of

technological advancements on academic achievement. According to Escueta, Quan, Nickow, and Oreopoulos (2017), the integration of technology in the classroom, including interactive learning tools and online resources, has the potential to enhance student engagement and learning outcomes. However, they caution that the effectiveness of technology depends on its implementation and the digital literacy of both students and teachers.

2.4 Empirical Review

2.4.1 Extent and Forms of Parental Involvement

Parental involvement takes multiple forms across home and school contexts, with each contributing differently to learners' academic journeys. Schmid and Garrels (2021), in their study of vulnerable vocational students in Norway, highlighted five critical forms of parental support: social-psychological encouragement, supervision of schoolwork, practical assistance, high expectations, and a sense of obligation or gratitude. Similarly, Suparjan et al. (2024) found that parents of elementary pupils engaged as tutors, motivators, facilitators, and assessors during home learning, emphasizing the diverse roles parents assume in supporting children's education.

In Ghana, Gyamfi and Pobbi (2016) revealed that while parental monitoring practices, such as supervising homework, regulating television and playtime, and setting study schedules, positively influenced academic performance, the overall extent of involvement remained low. Their study stressed the importance of raising awareness and building household-level support systems to strengthen engagement. Kwarteng et al. (2022) further demonstrated that activities such as assisting with studies, attending PTA meetings, and communicating with teachers significantly improved student achievement, with socioeconomic factors such as education, occupation, and income shaping the level of parental participation. In early childhood education, Abrokwa

(2023) observed similar patterns of involvement, noting practices such as homework supervision, material provision, and school event attendance, though challenges like financial constraints and large family sizes limited engagement.

At the institutional level, Insaadoo (2022) showed that parental participation in school governance, including decision-making and infrastructural support, enhanced student performance in Ghanaian senior high schools. Meanwhile, Ribeiro et al. (2021), studying Portuguese families during COVID-19, found that parental involvement was most pronounced in monitoring online class engagement and task completion, though younger and less autonomous children required higher parental input, creating challenges for working parents. Finally, Kantova (2024), using U.S. longitudinal data, found that supportive parental involvement increased the likelihood of high school completion, while authoritarian practices reduced success, highlighting the importance of balancing structure with encouragement.

Taken together, these studies underscore that the extent of parental involvement spans home supervision, emotional support, school governance, and adaptation during crises, with its depth and form shaped by socioeconomic, contextual, and cultural conditions.

2.4.2 Impact of Parental Involvement on Academic Achievement

Empirical evidence consistently demonstrates that parental involvement exerts a significant influence on learners' academic outcomes. Anokye (2016) found that parental participation positively affected students' performance at Patasi MA JHS, although challenges such as poverty, low parental education, and weak school-home collaboration limited the extent of this impact. Similarly, Taylor (2018) reported a strong relationship between parental education, provision of learning resources, and responsiveness to students' emotional and academic needs, which enhanced female

students' engagement in Bosomtwe District. At the tertiary level, Kumah, Baidoo, and Yusif (2024) revealed that parental visits, phone check-ins, and motivational support significantly improved students' performance at KNUST, underscoring that parental influence extends beyond pre-tertiary education.

Additional studies affirm this positive relationship. Dabie and MacKenzie (2025) demonstrated that consistent parental engagement, including communication with teachers and home support, improved students' grades, motivation, and behavior, though economic and cultural barriers constrained effectiveness. Amoako, Otchere, and Hammond (2020) further observed that parental financial support, educational background, and sociocultural conditions were decisive factors in shaping pre-tertiary learners' achievement. In the same vein, Kwarteng et al. (2022) reported a significant association between parental education, occupation, income levels, and student performance, highlighting the interplay between socioeconomic status and involvement.

Findings from broader analyses strengthen these insights. Wilder's (2023) meta-synthesis of nine meta-analyses confirmed that parental involvement consistently contributes to student achievement, with parental expectations emerging as the most influential predictor, while homework assistance was the least effective. Myers (2021) similarly showed that indirect strategies such as expectations for attainment and discussions about educational pathways positively influenced mathematics achievement, whereas direct assistance with homework was negatively related to performance. Suparjan et al. (2024) emphasized the multifaceted roles parents assume, tutors, motivators, facilitators, and assessors, which collectively enhance children's learning at home.

Taken together, these studies establish a clear link between parental involvement and academic achievement across educational levels. While the type and intensity of involvement vary, expectations, communication, and resource provision appear to yield the strongest benefits, whereas barriers such as poverty, limited education, and cultural constraints continue to weaken the effectiveness of parental engagement.

2.4.3 Barriers to Parental Involvement

Despite the well-documented benefits of parental involvement, several studies highlight persistent challenges that hinder its effective implementation. Hornby and Lafaele (2023) provided a comprehensive model categorizing barriers into four domains: parent and family, child, parent–teacher, and societal factors. These included parents’ socioeconomic constraints, limited educational backgrounds, and perceptions of school engagement, as well as child-related difficulties such as disabilities or behavioral problems. At the institutional level, conflicting teacher and parent agendas, poor communication, and broader societal issues such as class, ethnicity, and economic conditions further restricted effective collaboration.

Empirical findings from specific contexts reinforce these conceptual insights. Sari (2020), examining early childhood inclusive education in Indonesia, found that inadequate parental resources, particularly in education and training, and limited school readiness significantly constrained meaningful parental engagement. Similarly, Abrokwah (2023) reported that in Effutu Municipality, financial hardship, large family sizes, and lack of resources limited parents’ ability to provide consistent academic support, despite their willingness to participate in activities such as homework supervision and school events.

In the Ghanaian context, Dabie and MacKenzie (2025) revealed that although parental involvement enhanced student performance through improved communication and support, barriers such as economic hardship, cultural expectations, and poor school–home communication restricted broader participation. These findings align with Hornby and Lafaele’s (2023) model, which underscores the multifaceted and interconnected nature of barriers to parental involvement.

Taken together, the evidence suggests that challenges to parental engagement are not solely a matter of willingness but are deeply shaped by socioeconomic, cultural, institutional, and systemic factors. Addressing these barriers requires coordinated strategies involving schools, families, and policy frameworks to create equitable and sustainable avenues for parental participation in education.

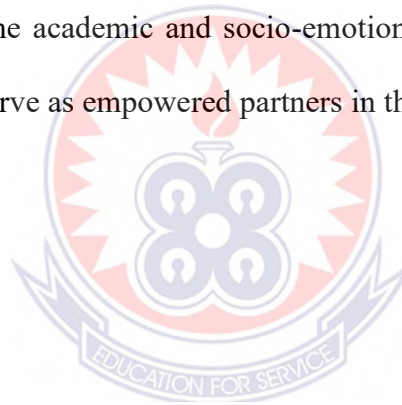
2.4.4 Strategies to Enhance Parental Involvement

Research emphasizes that overcoming barriers to parental involvement requires intentional strategies that strengthen school–family–community collaboration. Kelty and Wakabayashi (2020), adopting an ecological framework, highlighted strategies that emerged from parent, educator, and community perspectives in disadvantaged U.S. contexts. Their findings underscored the importance of cultivating strong relationships between stakeholders, designing inclusive opportunities for participation, fostering effective communication, and offering parent education alongside family-centered activities. These approaches were seen as particularly crucial in high-poverty areas, where systemic challenges often hinder consistent parental engagement.

On a broader scale, Smith et al. (2020) conducted a meta-analysis of 77 family-school partnership interventions and confirmed their effectiveness in improving academic, behavioral, and social-emotional outcomes. Key strategies found to be impactful

included home-based involvement, consistent two-way communication, and collaborative practices between parents and teachers. The study also revealed that bi-directional communication and behavioral support yielded stronger effects for older students, highlighting the need for age-sensitive strategies. Importantly, the interventions were effective across diverse racial and ethnic groups, indicating the universality of these strategies when effectively implemented.

Together, these findings suggest that strategies for promoting effective parental involvement should not only address structural aspects, such as creating opportunities for home-based learning support, but also emphasize relational components, including trust, mutual respect, and active collaboration between schools and families. This dual focus enhances both the academic and socio-emotional outcomes of students, while equipping parents to serve as empowered partners in their children's education.



CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter explains the various methods and techniques adopted in this study. It encompasses the overall research plan and design guiding the process of data collection and the range of approaches used in research to collect data. This forms the basis for inference, interpretation, explanations and predictions. It embraces those techniques associated with the scientific model such as soliciting responses to predetermined questions. It embodies comprehensive analysis of the research design, population of the study, sampling, data resource and collection, statistical tools employed for analysis.

3.1 Study Area

The study was conducted at Peculiar International School, a distinguished educational institution located in Kasoa CP, within the Awutu Senya East Municipality of the Central Region, Ghana. Established in 2001, the school has steadily grown to become one of the most reputable and sought-after schools in the area. With over 1,000 pupils currently enrolled, the school caters to a diverse population of learners, reflecting the dynamic and rapidly growing community of Kasoa.

Peculiar International School boasts a highly qualified team of 73 teaching staff and approximately 35 non-teaching staff, all dedicated to providing quality education and holistic development to the students. The school is housed in a uniquely designed structure that offers a conducive environment for learning. Its spacious classrooms, serene atmosphere, and modern facilities create an ideal setting for academic excellence.

Over the years, Peculiar International School has built a reputation for outstanding performance, particularly in the Basic Education Certificate Examination (BECE),

where it consistently records excellent results. Beyond academics, the school excels in extracurricular activities, notably in swimming and robotics, earning recognition as the best school in Kasoa in these areas. This holistic approach to education underscores the school's commitment to nurturing well-rounded individuals equipped with both intellectual and practical skills.

3.2 Research Design

This study adopted a descriptive survey design, which is appropriate for systematically collecting quantifiable information to describe and interpret existing conditions, relationships, and practices (Fraenkel, Wallen & Hyun, 2019). A descriptive survey design allows researchers to gather data from a sample and make inferences about a population through the use of structured instruments such as questionnaires (Cohen, Manion & Morrison, 2018). It is particularly suited for studies aiming to assess attitudes, perceptions, and behaviors in a real-world educational context.

The chosen design aligns with the study's objectives, which seek to assess the extent of parental involvement at home and school, explore its influence on learners' academic performance, and identify barriers to effective engagement at Peculiar International School. Using this design enabled the researcher to gather standardized data from parents and teachers, analyze the findings statistically, and establish patterns and correlations between variables (Kumar, 2019). Ultimately, the descriptive survey design offers a reliable and practical approach for informing evidence-based interventions and strategies aimed at improving parental involvement in the educational setting.

3.3 Target of the Study

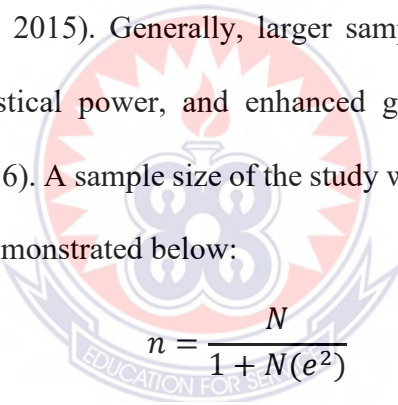
The population of a study is the entire group of individuals or objects from which a sample is drawn (Sekaran & Bougie, 2013). The population of this study were all the

entire students and their corresponding parents or Peculiar International School. However, the target population of this study included the parents of the upper primary and the Junior High School department which have a total of 412 number of students.

3.4 Sample Size

Sample size refers to the number of individuals or objects that are selected from a population to participate in a study (Sekaran & Bougie, 2016). It is a crucial aspect of research design, as it directly impacts the study's power, precision, and generalizability (Bryman, 2016; Hair et al., 2018).

Determining an appropriate sample size involves several factors, including the desired level of confidence, the anticipated effect size, the population size, and the type of research design (Kline, 2015). Generally, larger sample sizes lead to more precise estimates, greater statistical power, and enhanced generalizability of the findings (Sekaran & Bougie, 2016). A sample size of the study was computed using the formula of Yamane (1996) as demonstrated below:



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

where “n” denotes the overall sample size with the population size as “N” and “e” (0.05) measures the level of precision of 95% confidence level. The sample size is calculated as follows:

$$n = \frac{412}{1 + 412(0.05^2)}$$

$$n = 203$$

Therefore, the sample size for the study, as computed above, is 203 respondents of Peculiar International School.

3.5 Sampling Techniques

According to Creswell (2014) a sampling is a subunit or a subgroup of people or objects with the same or similar characteristics taken from the original population of a study, which is of interest to the researcher, and the findings of the sample can be generalized to the target population or general population of the study. Stratified random sampling was utilized to ensure an accurate and proportionate representation of students from both the upper primary and junior high school levels in the sample size of 203. Initially, the total population of 412 learners was divided into two distinct strata based on their educational stages: upper primary and junior high school. The upper primary had 196 students, while the junior high school had 216 students. This division allowed for more precise and reliable data by considering the unique characteristics and experiences of each group.

The proportion of students from each stratum that needed to be included in the sample was then determined. For the upper primary, which constituted approximately 47.57% of the total population (196 out of 412), the sample size from this group was calculated as 47.57% of 203, resulting in approximately 97 students. Similarly, for the junior high school, which represented about 52.43% of the total population (216 out of 412), the sample size from this group was calculated as 52.43% of 203, yielding approximately 106 students. This ensured that the sample accurately reflected the composition of the entire population. Within each stratum, random sampling was conducted to select the specific respondents. This involved assigning a unique identifier to each student within a stratum and then using a random number generator to select the required number of students from each group. This method ensured that every student within a stratum had an equal chance of being selected, thereby eliminating bias and increasing the representativeness of the sample. The sample of students was then used to obtain a

corresponding sample of parents, since the target population also included the parents of the selected students. Thus, once the students were selected, their parents were automatically included in the study. To ensure that parents with multiple students did not participate more than once, the researcher collaborated with the school administrator.

This coordination helped to streamline the process and ensure that each parent contributed data only once, thereby maintaining the integrity of the sampling process. Through the use of stratified random sampling, the study achieved a balanced representation from both educational stages, enhancing the accuracy and generalizability of the findings. This technique allowed for a more nuanced analysis of how parental involvement varied between upper primary and junior high school students and its subsequent impact on their academic achievement. Additionally, involving the parents of the selected students provided a comprehensive perspective on parental involvement and its effects.

3.6 Data Instrumentation and Measures

In this study, data collection was conducted using a structured questionnaire, a robust tool for gathering quantitative data. The Parental Involvement Scale (PIS), developed by Gogoi and Bhuyan (2023), is a standardized instrument measuring parental engagement in children's education, particularly at the secondary level. It comprises 55 items across six dimensions, including communication, home supervision, school participation, and learning support. The scale's reliability and validity have been tested, making it an appropriate tool for evaluating both home-based and school-based parental involvement. The PIS offers valuable insights for educational research and practice.

Additionally, the Academic Performance Rating Scale (APRS), developed by DuPaul et al. (1991), is a teacher-rated tool assessing students' academic skills and behaviors.

The APRS includes 19 items rated on a 5-point scale, covering areas such as classroom performance, task completion, and academic behaviors. It provides a reliable measure of student performance, allowing educators to identify improvement areas and monitor academic progress.

The questionnaire was divided into several sections targeting specific aspects of the study. The first section gathered demographic data, such as age, gender, and socio-economic status, vital for demographic analysis. The next sections focused on the research objectives, with questions on parental involvement, its impact on academic performance, barriers, and strategies for improving involvement. A pilot test was conducted to refine the questionnaire, ensuring clarity and appropriateness. The structured questionnaire was chosen for its ability to collect large, standardized data, facilitating quantitative analysis and interpretation.

3.7 Data Collection Procedure

The data collection procedure is the road map adopted by the researcher in an effort to collect raw data from the respondents in the field trip in order to answer the research questions through soliciting answers from the respondents with the administration of a questionnaire (Rönkkö & Evermann, 2013). The data collection process began with obtaining approval from the Institutional Review Board (IRB) to ensure ethical standards were upheld. Once IRB approval was granted, the researcher formally requested access and data collection rights from Peculiar International School's administrators. This request was submitted in writing to the school's principal, detailing the study's purpose, the data to be collected, and the necessary resources, including students and parents. Upon receiving formal approval from the principal, participant recruitment commenced. With the principal's and teachers' assistance, the researcher contacted the parents of the 203 pre-selected students. Each parent received a formal

invitation to participate, consent forms, and a questionnaire, sent home via their children. The consent forms were appended by the school to ensure clarity and legitimacy. Students were instructed to return the completed consent forms and questionnaires within a week. This process ensured ethical compliance, voluntary participation, and minimized disruption to school activities, maintaining the integrity and reliability of the collected data.

3.8 Data Analysis

The study ensured that all collected questionnaires were thoroughly checked for completeness, accuracy, and consistency before proceeding with data analysis. Data analysis was carried out using SPSS Version 26, a widely used statistical software that provided a robust platform for analyzing the data. The study employed both descriptive and inferential statistics to analyze the collected data.

Descriptive statistics such as frequencies, means, and standard deviations were utilized to summarize the data and interpret the responses to the research questions. These measures helped to present an overview of the general trends and patterns within the data. Frequencies were used to determine the distribution of responses across the various categories, while means and standard deviations provided insights into the central tendencies and variability of parental involvement and academic performance indicators.

In addition to descriptive statistics, inferential statistics were applied to test the relationships and significance between the variables. This included correlation analysis to assess the strength and direction of relationships between parental involvement and academic performance. Further, regression analysis was used to explore the predictive impact of parental involvement on students' academic outcomes, considering factors such as socio-economic status and school participation.

To present the findings clearly, the study also employed diagrams, tables, graphs, and percentages, which assisted in visually communicating the results and making them easier to interpret. These findings are further discussed in the subsequent chapter.



CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION OF FINDINGS

4.0 Introduction

This chapter presents the views of respondents regarding parental involvement and its perceived impact on student achievement at Peculiar International School. Primary data were collected through questionnaires to address the study's objectives. A total of 203 questionnaires were administered, all of which were completed and returned, forming the basis for analysis and conclusions. The study employed frequency distribution tables for the respondents' bio-data, and responses to Likert-type scale items were scored from 1 to 5. Findings are presented and discussed following background information on the respondents.

4.1 Demographic Characteristics of Respondents.

This chapter comprises a presentation and analysis of the preliminary data obtained from the study. It involves the demographic variable of the respondents. The variables involved are gender of respondents, age and educational background, Occupation, Marital status and Number of Children.

Table 4.1: Demographic characteristics of respondents

Source: Researcher's fieldwork (2024)

4.1.1 Gender of Respondents

According to Table 4.1, the results showed that out of 203 respondents, 81, representing 39.9%, were male, and 122, representing 60.1%, were female. The higher percentage of female respondents suggests that women may play a more active role in the educational involvement at Peculiar International School, which could influence the study's findings on parental involvement.

Table 4.1.1 Gender of Respondents

Gender	Frequency	Percentage (%)
Male	81	39.9
Female	122	60.1
Total	203	100

Source: Researchers' fieldwork (2024)

4.1.2 Age of Respondents

The data presented in Table 4.2 indicates that out of 203 respondents, 41 (20.2%) were under 25 years old, 80 (39.4%) were aged 25-34 years, 68 (33.5%) were between 35-44 years, and 14 (6.9%) were above 44 years. The majority of respondents fall within the 25-44 age range, suggesting that most parents are in their prime working and parenting years, which may reflect a higher level of involvement in their children's education.

Table 4.1.2 Age of Respondents

Age		
Less than 25 years	41	20.2
25-34 years	80	39.4
35-44 years	68	33.5
Above 44 years	14	6.9
Total	203	100

Source: Researchers' fieldwork (2024)

4.1.3 Educational Background of Respondents

The findings in Table 4.3 revealed that out of 203 respondents, 13 (6.4%) had basic education, 13 (6.4%) had secondary education, and 177 (87.2%) had tertiary education. The high percentage of respondents with tertiary education suggests that most parents are likely well-informed and place a high value on educational achievement, which could positively influence their involvement in their children's academics.

Table 4.1.3 Educational Background of the Respondents

Educational background		
Basic Education	13	6.4
Secondary	13	6.4
Tertiary	177	87.2
Total	203	100

Source: Researchers' fieldwork (2024)

4.1.4 Occupation of Respondents

As shown in Table 4.4, out of 203 respondents, 41 (20.2%) were self-employed, 95 (46.8%) were employed in the public sector, and 67 (33.0%) worked in the private sector. The dominance of public sector employment among respondents may affect the time and resources available for parental involvement, potentially impacting their engagement in their children's education.

Table 4.1.4 Occupation of Respondents

Occupation		
Self-employed	41	20.2
Public sector	95	46.8
Private sector	67	33.0
Total	203	100

Source: Researchers' fieldwork (2024)

4.1.5 Marital Status of Respondents

Table 4.5 illustrates that out of 203 respondents, 176 (86.7%) were married, 13 (6.4%) were divorced, and 14 (6.9%) were widowed. The high percentage of married respondents suggests a stable family structure, which could facilitate greater involvement in their children's education and positively impact student achievement.

Table 4.1.5 Marital Status of Respondents

Marital Status		
Married	176	86.7
Divorced	13	6.4
Widowed	14	6.9
Total	203	100

Source: Researchers' fieldwork (2024)

4.1.6 Number of Children

The results from Table 4.6 showed that out of 203 respondents, 40 (19.7%) had one child, 95 (46.8%) had two children, 54 (26.6%) had three children, and 14 (6.9%) had four children. The number of children could influence the level of parental involvement, with parents of multiple children potentially having to divide their attention, which may affect their engagement in each child's education.

Table 4.1.6 Number of Children

Number of Children		
1	40	19.7
2	95	46.8
3	54	26.6
4	14	6.9
Total	203	100

Source: Researchers' fieldwork (2024)

4.2 Descriptive Statistics Analysis.

This section presents the descriptive statistics for the key variables in the study: Home Involvement, School Involvement, and Academic Achievement. The analysis includes the mean, standard deviation, skewness, kurtosis, and Cronbach's alpha (α) for each variable, providing insights into their distribution, consistency, and overall reliability

Table 4.2: Descriptive Statistics Analysis of the study variables

	Mean	Std. Deviation	Skewness	Kurtosis	Cronbach's (α)
Home Involvement	1.6268	0.32848	0.192	-0.865	0.625
School Involvement	1.9778	0.58680	-0.360	-0.696	0.866
Academic Achievement	1.6371	0.46023	-0.134	-1.448	0.811

Source: Researcher's field work (2024)

The mean score for Home Involvement was 1.63 (SD = 0.33), indicating that, on average, parents agreed with statements related to their involvement in home-based educational activities. Given the response scale of 1 (Strongly Agree) to 5 (Strongly Disagree), this low mean reflects a high level of parental engagement at home. The small standard deviation (0.33) suggests responses were closely clustered, indicating consistency among participants in home involvement behaviors. School Involvement recorded a mean of 1.98 (SD = 0.59), this indicates that parents generally agreed with school involvement items (e.g., attending meetings, visiting teachers), though the

higher standard deviation (0.59) suggests greater variation in responses compared to home involvement. Academic Achievement had a mean of 1.64 (SD = 0.46), implying that parents generally agreed with statements reflecting positive academic performance. The low mean suggests students are perceived to be performing well, while the moderate standard deviation implies some variation in these perceptions.

4.2.1 Reliability of the study variables

The internal consistency of the study variables was assessed using Cronbach's alpha (α). According to George and Mallery (2003), a Cronbach's alpha value above 0.7 is considered acceptable, although values above 0.6 may be deemed adequate in exploratory research. In this study, Home Involvement recorded an alpha of 0.625, indicating marginal reliability but still acceptable for preliminary studies. School Involvement showed strong internal consistency with an alpha of 0.866, while Academic Achievement also demonstrated good reliability at 0.811. Supporting this, Santos (1999) emphasized that a Cronbach's alpha value of 0.6 or higher is acceptable for new or exploratory research, where scales are being tested in new contexts or among specific populations. Therefore, the reliability coefficients in this study meet acceptable standards for internal consistency, particularly for educational and social science research.

4.2.3 Normality of the study variables

The normality of the study variables was assessed using skewness and kurtosis statistics. Home Involvement had a skewness of 0.192 and a kurtosis of -0.865, indicating an approximately normal distribution, with a slight positive skew and a light-tailed (platykurtic) shape. School Involvement recorded a skewness of -0.360 and a kurtosis of -0.696, reflecting a slight negative skew with near-mesokurtic distribution. Similarly, Academic Achievement had a skewness of -0.134 and a kurtosis of -1.448,

suggesting a nearly symmetrical distribution with slightly lighter tails. According to Kline (2011), skewness and kurtosis values within the range of ± 2 are considered acceptable indicators of normality in social science research. Therefore, all three variables in this study fall within this acceptable range, supporting the assumption of normality. This affirms the suitability of applying parametric statistical techniques such as Pearson correlation and multiple regression analysis in subsequent data analysis.

4.3 Regression Analysis

This section presents the results of the multiple regression analysis conducted to examine the impact of parental involvement on students' academic achievement at Peculiar International School. Specifically, the analysis responds to Research Question 2: “What is the impact of parental involvement on students' academic achievement at Peculiar International School?” The regression model incorporates two key predictors of parental involvement: Home Involvement and School Involvement. The objective is to determine the extent to which each of these factors contributes to learners' academic outcomes. The statistical outputs, including beta coefficients, R-squared values, and significance levels (p-values), are interpreted to offer insights into the predictive power and relevance of each independent variable.

Table 4.3: Multiple Regression Analysis for Parental Involvement Predicting Academic Achievement

Mod	Unstandardized Coefficients		Standardized Coefficients		P.	F	AR ²
	B	Std. Error	Beta	t			
Homework	.213	.061	.153	3.494	.001	170.601	.627
School	.593	.034	.756	17.374	.000		

a. Dependent Variable: Academic Achievement

Source: Researchers' fieldwork (2024)

The multiple regression analysis results in Table 4.3 provide insights into how different forms of parental involvement predict academic achievement among students at Peculiar International School. The regression model includes Homework Involvement and School Involvement as predictors. The results show that Homework Involvement has an unstandardized coefficient (B) of 0.213 with a standard error of 0.061 and a standardized coefficient (Beta) of 0.153. The t-value for Homework Involvement is 3.494, with a statistically significant p-value of 0.001. This indicates that Homework Involvement positively predicts academic achievement, although the effect size is relatively small. In practical terms, as parents become more involved in their children's homework, there is a corresponding, albeit modest, increase in the students' academic performance.

On the other hand, School Involvement exhibits a much stronger influence on academic achievement, with an unstandardized coefficient (B) of 0.593 and a standard error of 0.034. The standardized coefficient (Beta) for School Involvement is 0.756, with an exceptionally high t-value of 17.374 and a statistically significant p-value of less than 0.001. These results suggest that School Involvement is a significant and robust predictor of academic achievement, having a far more substantial impact than Homework Involvement. The data imply that when parents actively participate in school-related activities, it has a pronounced positive effect on their children's academic success. The overall model is highly significant, with an F-value of 170.601 and an adjusted R-squared (AR²) value of 0.627. This indicates that approximately 62.7% of the variance in academic achievement can be explained by the combined effects of Homework and School Involvement. The strength of School Involvement as a predictor

suggests that initiatives to enhance parental engagement within the school setting could be particularly effective in boosting students' academic outcomes at Peculiar International School.

4.5 Barriers to Parental Involvement at Peculiar International School

This section explores the key challenges that hinder parents from actively participating in their children's education, based on responses collected from the structured questionnaire.

Table 4.4: Barriers to parental involvement at Peculiar International School

	Frequency	Percent
Inadequate or limited time due to work or personal commitments	28	13.8
Ineffective communication from the school	81	39.9
Inconvenient scheduling of school meetings and events	94	46.3

Source: Researcher's field work (2024)

The analysis of the barriers to parental involvement at Peculiar International School reveals three primary challenges faced by parents. The most significant barrier, as reported by 46.3% of respondents, is the inconvenient scheduling of school meetings and events. This suggests that many parents find it difficult to attend school activities due to the timing, which may conflict with their other responsibilities. Ineffective communication from the school is another notable barrier, with 39.9% of parents indicating that poor communication hinders their involvement. This highlights the need for improved channels of communication between the school and parents. Lastly, 13.8% of parents cited a lack of time due to work or personal commitments as a barrier, indicating that while this is a challenge, it is less prevalent compared to the other two factors. Overall, the findings suggest that improving the timing of school events and

enhancing communication could significantly increase parental involvement at Peculiar International School.

4.6 Strategies for Enhancing Parental Involvement

The study sought to identify the barriers that hinder parental involvement in their children's education at Peculiar International School. Understanding these obstacles is crucial for developing strategies to enhance parental engagement, which is vital for student success. The findings presented in Table 4.6 highlight the key barriers as perceived by parents, offering insight into the challenges they face in actively participating in school-related activities

Table 4.5 Strategies for Enhancing Parental Involvement

	Frequency	Percent
Educating parents on academic involvement	16	7.9
Improving communication channels	91	44.8
Flexible Meeting Time	56	27.6
Parent Involvement in Decision-making	40	19.7

Source: Researcher's field work (2024)

The analysis of Table 4.5 reveals several strategies that can enhance parental involvement at Peculiar International School. Among the respondents, a significant proportion, 44.8%, identified improving communication channels as the most critical strategy for increasing parental engagement. This suggests that parents feel better communication between the school and themselves could facilitate their involvement in school activities. Following this, 27.6% of the respondents highlighted the importance of having flexible meeting times. This indicates that accommodating parents' schedules by offering meetings at various times could remove some of the barriers to their participation.

Additionally, 19.7% of the parents suggested that being involved in decision-making processes at the school would encourage their involvement. This points to a desire among parents to have a more active role in the school's governance and decisions that affect their children. Lastly, a smaller percentage, 7.9%, mentioned educating parents on academic involvement as a way to boost participation. Although this strategy was less frequently suggested, it highlights the awareness that increasing parental understanding of the benefits and practices of involvement can enhance their engagement in their children's education.

4.7 Discussion of the Findings

The study aims to explore the perceived impact of parental involvement on students' academic achievement at Peculiar International School, testing the influence of homework involvement and school involvement on academic success through multiple regression analysis. Significant associations were found, demonstrating that parental involvement is a critical factor in student outcomes.

The findings from the descriptive analysis revealed that parents at Peculiar International School are significantly involved in their children's education, especially within the home environment. Most respondents reported engaging in activities such as monitoring homework, discussing academic progress, and encouraging positive study habits. This high level of home involvement suggests that parents are aware of the importance of supporting learning outside the classroom setting.

This observation aligns with the findings of Gyamfi and Pobbi (2016), who highlighted the importance of home-based parental monitoring, including setting study times and supervising homework, as effective strategies that contribute positively to students' academic outcomes. Their study emphasized that although overall involvement may vary, consistent home-based support is essential for academic development.

Similarly, Anokye (2016) emphasized the role of parental involvement in fostering academic success, particularly through home-centered educational support. He identified that when parents take active roles in guiding homework and creating learning environments at home, students tend to perform better academically, reinforcing the significance of this aspect of the current study.

School involvement, while still relatively high, showed slightly more variability. Parents indicated they often participated in school activities such as attending PTA meetings and visiting teachers, though this occurred less uniformly across respondents. This reflects the broader challenges that parents face in maintaining consistent school-based involvement, which could stem from factors like work schedules or communication gaps between schools and families.

The study by Dabie and MacKenzie (2025) supports this interpretation by identifying economic hardship and poor communication as major barriers to regular school involvement among Ghanaian parents. Despite these challenges, when parents do engage with schools, by attending meetings or supporting events, it positively affects students' motivation and academic performance.

Further reinforcing this, Kwarteng et al. (2022) observed that parental presence at school functions and regular interaction with teachers significantly correlated with improved academic achievement among JHS students. Their work supports the idea that even when home involvement is strong, school-based participation offers unique benefits by strengthening the parent-teacher-child relationship.

The results from the multiple regression analysis shed light on the predictive relationship between various forms of parental involvement and students' academic performance at Peculiar International School. Specifically, the study examined the impact of Homework Involvement and School Involvement on academic achievement.

The regression analysis revealed that Homework Involvement has a statistically significant positive effect on academic achievement, with a moderate effect size ($B = 0.213, p < 0.001$). This finding suggests that as parents become more involved in their children's homework, students' academic performance tends to improve, although the impact is relatively modest compared to other forms of parental engagement. This moderate effect might imply that while homework involvement is important, it may not be the most powerful driver of academic success.

The positive effect of Homework Involvement aligns with much of the existing literature, which highlights the crucial role that parents play in supporting their children's learning at home. Research by Kumah et al. (2024) supports this finding, indicating that parental assistance with homework can significantly improve academic performance, even at the university level. Kumah et al.'s study emphasized that parents' active participation in homework activities—such as providing support, structure, and encouragement—contributes to better academic outcomes. This suggests that the influence of Homework Involvement is not limited to the primary or secondary school levels but extends to higher education as well.

Furthermore, the findings of Gyamfi and Pobbi (2016) reinforce the positive effects of parental involvement in homework. Their research demonstrated that parental supervision of homework, including time management, provision of learning materials, and emotional support, is strongly associated with improved academic performance in Ghanaian students. These findings resonate with the current study's results, where Homework Involvement is identified as a contributing factor to students' academic success.

However, the moderate size of the effect observed in this study suggests that while Homework Involvement is beneficial, its impact might be less pronounced than other

forms of parental engagement, such as School Involvement. This aligns with the idea that parental involvement that extends beyond the home, into the school environment, may lead to stronger outcomes, as suggested in later discussions. Eynes (2017) supports this notion, arguing that while homework involvement is important, it is the engagement in school activities that most consistently correlates with improved academic success. Furthermore, Gyamfi and Pobbi (2016) found that parental involvement in school events, such as parent-teacher meetings and school functions, fosters a positive academic environment, enhancing student motivation and performance. Therefore, while homework involvement is a valuable form of support, it is likely that extending parental involvement into the school setting could produce even stronger, more sustained academic outcomes.

In contrast to Homework Involvement, School Involvement demonstrated a much stronger relationship with academic achievement, with an unstandardized coefficient ($B = 0.593$) and a very high standardized coefficient ($\text{Beta} = 0.756$). The t -value of 17.374, coupled with a highly significant p -value ($p < 0.001$), confirms that School Involvement is a robust predictor of academic performance. This suggests that parents' active participation in school activities, such as attending parent-teacher meetings, volunteering at school events, and engaging in school governance, has a much more substantial impact on students' academic outcomes compared to Homework Involvement.

This finding is consistent with a large body of research that emphasizes the positive effects of school-based parental involvement. Taylor (2018), for example, found that parental involvement in school activities positively affects students' academic motivation and engagement. Taylor's study emphasized that the emotional and academic support that parents provide within the school setting has a significant impact

on students' academic outcomes, particularly for students in Ghana. Similarly, Abrokwah (2023) noted that parents who actively engage with the school by attending meetings, supporting extracurricular activities, and communicating with teachers contribute significantly to their children's academic performance. The current study's results support these conclusions, suggesting that initiatives to increase parents' participation in school-related activities could yield substantial benefits for students' academic success.

Moreover, Insaadoo (2022) found that parental involvement in school governance and academic support directly enhances students' academic performance in Ghanaian high schools. In line with this, the findings from Peculiar International School indicate that encouraging parents to become more involved in school activities can have a profound impact on students' academic achievement. The strong effect size observed for School Involvement suggests that this type of engagement is particularly important for fostering an academic environment that supports student success.

Concerning the barriers that hinder parental involvement, the findings reveal that inconvenient scheduling, poor communication, and time constraints are key barriers to parental involvement at Peculiar International School. Many parents struggle to attend school activities due to conflicting responsibilities, while ineffective communication leaves them uninformed or disengaged. Additionally, some parents are constrained by demanding work schedules. These challenges highlight the need for more flexible and inclusive school engagement strategies. This is consistent with the findings of Dabie and MacKenzie (2025), who identified poor communication, economic hardship, and cultural norms as significant obstacles to parental involvement in Ghanaian schools. Similarly, Amoako, Otchere, and Hammond (2020) noted that parents' ability to support their children's education is heavily influenced by socio-economic and cultural

conditions, including communication gaps between home and school. Abrokwah (2023) also observed that financial constraints and large family sizes hinder active involvement, especially in early childhood education. Likewise, Anokye (2016) reported that poverty, low parental education, and weak parent-teacher relationships limit parents' participation. Together, these studies reinforce the importance of improving communication strategies, diversifying engagement opportunities, and addressing socio-economic challenges to foster meaningful parental involvement.

The findings revealed that a key strategy to enhance parental involvement at Peculiar International School is the improvement of communication between the school and parents. This aligns strongly with existing empirical literature, particularly the work of Dabie and MacKenzie (2025), who emphasized that open and consistent communication channels significantly influence parental engagement, student motivation, and academic success. However, they also observed that poor communication remains a widespread barrier, especially in Ghanaian schools, where relational disconnects between parents and educators often hinder collaboration. Similarly, Anokye (2016) highlighted that weak parent-teacher relationships detract from effective involvement, stressing the importance of deliberate efforts to enhance school-home interactions. These findings collectively suggest that strengthening communication can bridge gaps in understanding and foster a more inclusive and supportive learning environment.

Another prominent strategy highlighted in the findings was the need for flexibility in scheduling school meetings and activities. This point is well supported by the literature. Anokye (2016) and Amoako et al. (2020) both pointed out that rigid meeting times clash with parents' occupational responsibilities and domestic commitments, especially among economically disadvantaged families. Taylor (2018) also echoed that parental

availability is influenced by work schedules and family dynamics, thereby necessitating more accommodating meeting structures. Introducing flexible scheduling practices such as evening meetings or rotating days could, therefore, address this barrier and improve parental attendance and engagement in school functions.

In addition, respondents emphasized the importance of involving parents in decision-making processes at the school. This desire for participatory engagement reflects a deeper need for shared ownership and accountability in educational outcomes. Insaiddoo (2022) found that when parents are actively included in school administration and governance-such as contributing to infrastructure decisions or academic planning-student academic performance improves notably. The positive perception of school-parent collaboration observed in his study further reinforces the value of consultative approaches that make parents feel heard and respected as stakeholders in their children's education.

Finally, educating parents on how to effectively support their children academically was also mentioned as a useful strategy. This aligns with the insights of Kwarteng et al. (2022), who advocated for adult literacy programs and public education campaigns to empower parents with limited formal education. Similarly, Taylor (2018) noted that parental understanding of academic support methods-such as assisting with homework or monitoring progress-enhances students' academic engagement, especially among female learners. Kumah et al. (2024) also stressed that motivational support from informed parents can have a substantial impact on student achievement, even at the tertiary level. These findings suggest that schools should not assume all parents understand how best to support learning and should instead provide structured guidance, training, or workshops.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction.

This chapter provides a comprehensive summary of the research process, detailing the methods used to examine the relationship between parental involvement and learners' academic performance at Peculiar International School. The purpose of the study was to assess how parental involvement influences academic achievement, with a focus on various forms of engagement at both home and school.

5.1 Summary of the Findings

The study investigates the impact of parental involvement on learner's academic performance at Peculiar International School. The objectives were to explore the levels of parental involvement both at home and at school; to examine the effect of this involvement on students' academic achievement and finally, to identify barriers to parental involvement; and to explore strategies for enhancing parental engagement. The major summary of the findings has been presented according to the objectives of the study. The study adopted a descriptive survey design, which allowed for the collection of quantifiable data to identify patterns and correlations. A total sample size of 203 participants was selected using stratified random sampling to ensure representation across different groups within the parent population. Data was collected through a questionnaire, which was designed to gather insights on the extent and nature of parental involvement, as well as its impact on academic performance. For data analysis, both descriptive and inferential statistics were employed, enabling a clear interpretation of trends and the testing of hypotheses regarding the role of parental engagement in academic success.

5.1.1 Research Question 1: what is the extent of parental involvement in their children's education at Peculiar International School, both at home and at school.

The findings indicate that parents at Peculiar International School are highly involved in their children's education, particularly at home. The majority of respondents engage in activities like monitoring homework, discussing academic progress, and encouraging good study habits. This reflects a strong awareness among parents about the significance of supporting learning beyond the classroom, highlighting their active role in enhancing their children's academic development.

5.1.2 Research Question 2: What is the impact of parental involvement on students' academic achievement at Peculiar International School?

The findings highlight that both Homework Involvement and School Involvement positively influence students' academic achievement at Peculiar International School. Homework Involvement showed a moderate, statistically significant positive effect, suggesting that parents' engagement in homework activities improves academic performance. However, School Involvement demonstrated a much stronger impact, with parents' participation in school activities such as attending meetings and volunteering being a key predictor of better academic outcomes. These findings underscore the importance of both forms of involvement, with school participation proving more influential.

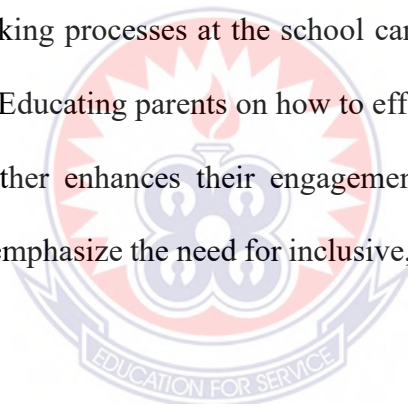
5.1.3 Research Question 3: What are the barriers to parental involvement at Peculiar International School?

The findings identify several barriers to parental involvement at Peculiar International School, including inconvenient scheduling, poor communication, and time constraints. Many parents face difficulties in attending school activities due to conflicting responsibilities, while ineffective communication leads to a lack of awareness or

engagement. Additionally, demanding work schedules limit parents' ability to participate. These challenges emphasize the need for the school to implement more flexible and inclusive engagement strategies to encourage greater parental involvement

5.1.4 Research Question 4: What strategies can Peculiar International School implement to mitigate the challenges and promote effective parental involvement?

The findings suggest several strategies for enhancing parental involvement at Peculiar International School. Key among these is improving communication between the school and parents, as open and consistent communication fosters engagement and academic success. Flexibility in scheduling meetings and activities is also crucial, as rigid schedules often clash with parents' work commitments. Additionally, involving parents in decision-making processes at the school can promote shared ownership of educational outcomes. Educating parents on how to effectively support their children's academic progress further enhances their engagement. These strategies align with existing literature and emphasize the need for inclusive, flexible approaches to parental involvement.



5.2 Conclusion of the study

The study investigated the extent of parental involvement in students' education at Peculiar International School, its impact on academic achievement, barriers to involvement, and strategies for improving engagement. The findings from the research suggest that parents are highly involved in their children's education, particularly at home, through activities such as monitoring homework, discussing academic progress, and fostering good study habits. This involvement reflects parents' strong awareness of their role in supporting their children's academic success.

The study further established that both Homework Involvement and School Involvement positively influence academic performance. Homework involvement had a moderate but significant effect, while School Involvement proved to have a much stronger and more substantial impact on academic achievement. These findings underscore the critical role that parental engagement, especially in school activities, plays in enhancing student outcomes.

Despite the high level of involvement, the study also identified significant barriers to parental engagement, including inconvenient scheduling, poor communication, and time constraints. These barriers limit parents' ability to fully participate in school-related activities and decision-making processes. To address these challenges, the study recommends strategies that focus on improving communication, offering more flexible scheduling, involving parents in decision-making, and educating them on how to support their children's academic progress.

5.3 Recommendation of the Study

1. Based on the findings that parents at Peculiar International School are highly involved in their children's education, particularly at home, it is recommended that the school encourage a balanced approach by fostering more participation in school-based

activities as well. This can be achieved through sensitization campaigns that highlight the importance of school involvement and its positive impact on academic outcomes. Additionally, organizing parent orientation sessions can help raise awareness about how their active presence at school-through participation in meetings, volunteering, or supporting extracurricular activities-contributes significantly to students' learning and development.

2. In view of the evidence that both Homework Involvement and School Involvement positively influence academic achievement, with school involvement having a greater effect, the school should adopt strategies that promote and reward active parent participation in school events. These strategies may include hosting collaborative parent-teacher academic review sessions, creating recognition programs for engaged parents, and facilitating a welcoming school environment that encourages collaboration. Moreover, to maintain the benefits of home involvement, the school should provide parents with practical guidelines or structured materials that assist them in helping their children with homework and at-home study routines.

3. Considering the barriers identified-such as inconvenient scheduling, poor communication, and time constraints is important for the school to implement more parent-friendly engagement practices. Flexible meeting times, including evening or weekend sessions, can accommodate the schedules of working parents. The use of diverse communication platforms such as emails, SMS, WhatsApp groups, or parent portals can ensure timely and accessible information flow. Furthermore, appointing a designated parent liaison officer can strengthen communication by serving as a bridge between school management and families who may be less involved due to various constraints.

4. In response to the strategies proposed for enhancing parental involvement, the study recommends that Peculiar International School strengthen two-way communication by creating feedback channels that allow for parent input in school matters. Flexibility in the scheduling of school programs should be institutionalized to reflect parents' varying availability, with considerations for virtual participation where necessary. It is also advisable for the school to involve parents in decision-making processes, especially on issues that affect students directly, as this promotes shared responsibility and strengthens the school-community relationship. Finally, the school should consider organizing periodic training or sensitization workshops to equip parents with the necessary skills and knowledge to support their children's academic journey effectively, particularly for those with limited formal education backgrounds.

5.4 Suggestion for Future Research

In the future, research should be conducted on parental involvement across a more diverse range of schools, particularly those with varying socioeconomic backgrounds, to improve the generalizability of the findings. Studies could also be conducted to explore the long-term effects of parental involvement on academic achievement through longitudinal research, which would provide insights into how sustained parental engagement impacts students over time.

Additionally, future research should focus on the role of technology in enhancing parental involvement, examining how digital tools can be utilized to improve communication between parents and schools. Exploring specific barriers faced by different demographic groups and identifying targeted interventions could also be valuable areas of study, ensuring that all parents can effectively participate in their children's education, regardless of their circumstances.

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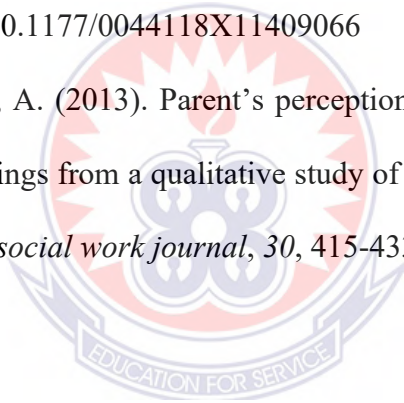
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APPENDIX

UNIVERSITY OF EDUCATION, WINNEBA

SURVEY QUESTIONNAIRE ON PARENTAL INVOLVEMENT AND

ACADEMIC ACHIEVEMENT

Dear Respondent,

I'm a final year Post Graduate Diploma students of University of Education, Winneba undertaking a study on the topic "*Evaluating the Effect of Parental Involvement on Learners' Academic Performance: Evidence from Peculiar International School*". I would be very grateful if you could complete this questionnaire as part of your contribution to the success of the study. Your response actually shall be used strictly and exclusively for academic purposes only and will be treated with utmost confidentiality. Your participation in facilitating this study will be highly appreciated. Kindly tick in the space provided with the correct answer or supply the required information where, required, please specify and elaborate Thank you

Instruction: Please read each question carefully and tick (✓) or write where appropriate without indicating your name.

SECTION A

SOCIO-DEMOGRAPHIC CHARACTERISTICS

1. Gender Male [] Female []
2. Age: Less than 25years []
 25-34 years []
 35-44 years []
 Above 44 years []
3. Educational Level: No Formal Education []
 Primary Education []
 Secondary Education []
 Tertiary []

4. Occupation: Unemployed [☐]
 Self-employed [☐]
 Public Sector [☐]
 Private Sector [☐]
5. Marital Status: Single [☐]
 Married [☐]
 Divorced [☐]
 Widowed [☐]
6. Number of children: 1 [☐]
 2 [☐]
 3 [☐]
 4 or more [☐]

SECTION B: Parental Involvement Both at School and at Home

Please kindly indicate your level of agreement or disagreement with the following statement relating how you involved in your child education, ranking from the lowest – Strongly Disagree (SD), – Disagree (D), – Neutral (N), – Agree (A), and strongly agree (SA).

No.	Home Involvement	SD	D	N	A	SA
1	I regularly help my child with their homework.					
2	I frequently discuss my child's school day with them.					
3	I read with my child or encourage them to read daily.					
4	I set aside specific times for my child to study at home.					
5	I monitor my child's progress by regularly checking their assignments and school reports.					

6	I encourage my child to pursue their interests and talents outside of schoolwork.					
7	I limit my child's screen time (TV, video games, etc.) to ensure they focus on their studies.					
8	I create a positive and supportive learning environment at home for my child.					
	School Involvement					
1	I attend parent-teacher meetings at Peculiar International School regularly.					
2	I actively participate in school events and activities (e.g., sports day, cultural events)					
3	I frequently communicate with my child's teachers to discuss their academic progress.					
4	I volunteer for school activities whenever possible.					
5	I am involved in school decision-making processes that impact my child's education.					
6	I regularly review the school's policies and guidelines to stay informed.					
7	I participate in parent associations or committees at Peculiar International School.					
8	I encourage my child to take part in extracurricular activities offered by Peculiar International School.					

SECTION C: Academic Achievement

Please kindly indicate your level of agreement or disagreement with the following statement relating to your child academic achievement, ranking from the lowest – Strongly Disagree (SD), – Disagree (D), – Neutral (N), – Agree (A), and strongly agree (SA).

No.	Academic Achievement	SD	D	N	A	SA
1	My child consistently performs well in their school assessments and exams.					
2	My child regularly meets or exceeds the academic expectations set by their teachers.					
3	My child's grades have improved over the past academic year.					
4	My child is often recognized by teachers for their academic achievements.					
5	My child demonstrates a strong understanding of the subjects taught at school.					
6	My child is motivated to achieve high grades in school.					
7	My child is among the top performers in their class.					
8	My child receives positive feedback from teachers about their academic performance					
9	My child consistently completes their school assignments on time.					

Section C: Barriers to Parental Involvement in their Child Education

What are the main challenges you face in being involved in your child's education at Peculiar International School? (Select all that apply)

- Limited or inadequate time due to work or personal commitments [☐]
- Ineffective communication from the school [☐]
- Inconvenient scheduling of school meetings and events [☐]
- Language barriers [☐]
- Feeling undervalued or not encouraged by the school [☐]
- Financial constraints [☐]

Provide any additional information here:



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Section D: What strategies do you believe would be most effective in enhancing parental involvement at Peculiar International School? (Select all that apply)

- Provision of education on the benefit of parental involvement [☐]
- Improving communication channels between the school and parents (e.g., newsletters, emails, meetings) [☐]
- Offering flexible meeting times for parent-teacher conferences [☐]
- Involving parents in school decision-making processes (e.g., parent councils or committees) [☐]
- Creating a welcoming and inclusive school environment [☐]
- Encouraging regular feedback from parents on school policies and activities [☐]
- Other (please specify): _____

