

UNIVERSITY OF EDUCATION, WINNEBA

**Parents' educational background on the academic activities of learners at early
childhood centres in Ablekuma West Municipality**



**A Thesis Work Submitted to the Department of
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DECLARATION

Students Declaration

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

Signature.....

Date.....

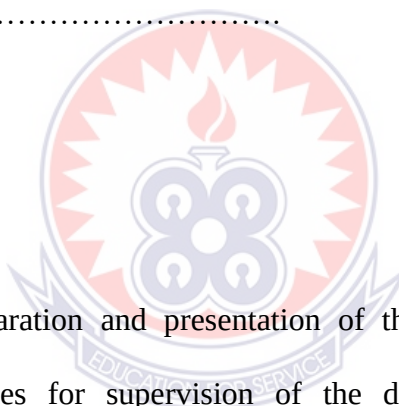
Supervisors Declaration

I hereby declare that the preparation and presentation of this project work was done in accordance with the guidelines for supervision of the dissertation laid down by the University of Education, Winneba.

Supervisor: Mrs. Justina Adu

Signature.....

Date.....



DEDICATION

To my Parents, Mr. and Mrs. Bruce



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ABSTRACT

Using a phenomenological design, this study explored the influence of parents' educational backgrounds on the academic activities of learners at early childhood centres in the Ablekuma West Municipality. The study focused on a population of 232 parents whose children were enrolled in these centres, from which a sample size of thirteen (13) parents were selected using a convenience sampling technique. This sampling method was chosen for its practicality and feasibility, particularly in the context of qualitative research. Semi-structured interviews served as the primary data collection instrument, allowing participants to provide in-depth insights into their experiences and perspectives. Thematic analysis was utilized to systematically identify, analyze, and interpret patterns or themes within the qualitative data collected. The findings revealed that parents' educational backgrounds significantly influenced their involvement in their children's academic activities. Parents with higher educational levels were more likely to engage actively in structured academic support, while parents with lower educational levels faced challenges. Based on these findings, recommendations were made to the Ablekuma West Municipal Directorate of Education and school administrators to implement support programs for parents, improve communication between schools and families, and provide accessible learning resources to enhance parental involvement in early childhood education.



CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The early years of a child's life is critical for their cognitive, social, and emotional development. This foundational stage set the trajectory for lifelong learning and personal development. Parental involvement was identified as a significant factor influencing these outcomes, playing a vital role in shaping children's academic and social experiences. Numerous studies established a clear connection between parents' educational backgrounds and their engagement with their children's learning processes, particularly in early childhood settings (Sharma et al., 2022; Wang et al., 2023). Parents with higher educational attainment tended to be more involved in their children's academic activities, positively impacting their educational outcomes (Sharma et al., 2022). This study aimed to explore how parents' educational backgrounds influenced their children's academic activities in early childhood centres within Ablekuma West Municipality, Ghana.

Research had shown that parental involvement in early childhood education is a critical factor in fostering children's academic success. The influence of parents' educational levels on their children's learning was well-documented. For instance, parents with higher education levels were more likely to create an enriched learning environment at home, actively engage in school-related activities, and support their children in developing cognitive and social skills (Li et al., 2021). This engagement was particularly vital during the formative years when children were developing essential skills such as language, literacy, and numeracy. Moreover, parents with a college education were generally better equipped to assist with homework and navigate school expectations. In contrast, parents with lower educational backgrounds often struggled to understand the curriculum or lacked the time or resources to participate fully in their child's education (Harris & Robinson, 2020).

In Ghana, the role of parents in early childhood education became increasingly recognized as crucial for fostering educational achievement. Recent studies indicated that parents' educational levels significantly influenced their involvement in their children's schooling, affecting how they engaged in activities such as homework assistance, participation in school events, and communication with teachers (Yeboah et al., 2023). Parents with higher educational backgrounds were typically more proactive in their engagement, which positively affected their children's academic progress. Conversely, those with lower education levels faced various challenges, such as limited resources, lack of knowledge about effective learning strategies, and economic pressures, which hindered their ability to support their children's education (Kusi et al., 2021).

This study sought to explore parents' perceptions in Ablekuma West Municipality regarding how their educational backgrounds affected their children's academic progress. It examined how parents with varying educational levels engaged in daily academic activities, such as assisting with homework, attending school meetings, and encouraging positive learning behaviors at home. Understanding the relationship between parental education and involvement allowed for an examination of the different strategies parents employed to support their children's learning and development in early childhood centres.

Additionally, the study explored the challenges faced by parents from diverse educational backgrounds in engaging with their children's academic activities. Parents with lower educational attainment encountered significant barriers such as limited time due to work commitments, lack of understanding of academic material, or financial constraints, which impeded their ability to be actively involved in their child's education (Zhang et al., 2023). These challenges adversely affected children's academic progress, as research consistently linked active parental engagement to better educational outcomes (Baker et al., 2023).

Furthermore, it was essential to consider the broader social and cultural context in which parents operated. In many communities, socio-economic factors and cultural beliefs about education influenced parental involvement. For instance, parents prioritized their children's education differently based on their experiences or the perceived value of education in their community. This study sought to uncover these dynamics and how they intersected with parents' educational backgrounds.

Understanding the influence of parents' educational backgrounds on their children's early academic experiences was essential for improving educational policies and practices in early childhood education. This study aimed to provide valuable insights into how educational disparities among parents in Ablekuma West Municipality impacted their involvement in early childhood education and, consequently, their children's academic progress. The findings would inform interventions designed to support parents, regardless of their educational background, in playing a more active role in their children's academic activities. By fostering greater parental engagement, this research aimed to contribute to enhanced educational outcomes for children in the Ablekuma West Municipality.

1.2 Statement of the Problem

The academic success of children in early childhood centres was influenced by various factors, with parental involvement being one of the most significant. In the Ablekuma West Municipality, a growing concern emerged regarding the impact of parents' educational backgrounds on their engagement with their children's academic activities. Despite the recognition of parental involvement as a critical determinant of children's educational outcomes (Siu & Rabe-Hemp, 2021), a gap remained in understanding how different educational levels among parents influenced their perceptions, involvement, and the overall academic progress of their children in this specific context.

The problem lay in the observable disparities in parental involvement in academic activities among families with varying educational backgrounds. Parents with higher educational attainment often demonstrated greater engagement in their children's education, providing academic support and resources, while those with lower education levels faced challenges in doing so. This discrepancy could lead to unequal educational opportunities for children, potentially hindering their academic development and long-term success (Owusu-Acheaw & Larson, 2015). The lack of understanding regarding the extent to which these differences affected children's academic experiences necessitated an investigation into the perceptions and practices of parents in the Ablekuma West Municipality.

Investigating this issue proved crucial for several reasons. Firstly, understanding how parents' educational backgrounds influenced their involvement could help identify specific barriers faced by less educated parents, enabling the development of targeted interventions to enhance parental engagement in education. Furthermore, as Ghana strived to improve educational outcomes for all children, insights gained from this research could inform policymakers and educators about the importance of fostering supportive environments that encouraged parental involvement across different educational levels (Kugblenu & Osei, 2020).

While some research explored the relationship between parental involvement and children's academic achievement, specific studies focusing on the unique challenges faced by parents with different educational backgrounds in Ghana, particularly in urban settings like Ablekuma West Municipality, remained limited (Yeboah et al., 2023). Existing studies often generalized findings across diverse populations without considering the local context and specific socio-economic factors influencing parental engagement in this municipality.

Moreover, previous research primarily focused on the positive impacts of parental involvement without adequately addressing the obstacles that hindered participation among less educated

parents. This study aimed to fill this gap by examining the perceptions, practices, and challenges faced by parents of varying educational levels regarding their children's academic activities. By doing so, it contributed to a more nuanced understanding of the dynamics of parental involvement in early childhood education, ultimately supporting efforts to improve educational equity and outcomes in the Ablekuma West Municipality.

1.3 Purpose of the Study

The purpose of this study was to investigate the influence of parents' educational backgrounds on the academic activities of children in early childhood centres in the Ablekuma West Municipality.

1.4 Research Objectives

The study sought to find out:

1. To explore parents' perceptions of how their educational background affects their child's academic progress at early childhood centres in Ablekuma West Municipality.
2. To examine how parents' educational levels influence their involvement in their children's daily academic activities, such as homework assistance and school participation.
3. To find out the different approaches parents with varying educational backgrounds use to support their children's learning and development at early childhood centres.
4. To investigate challenges that parents with different levels of education face when helping their children with academic activities

1.5 Research Question

The following research question were formulated to guide the study:

1. How do parents perceive the impact of their educational background on their child's academic progress at early childhood centres in Ablekuma West Municipality?

2. In what ways do parents' education influence their involvement in their children's daily academic activities?
3. How do parents with different educational backgrounds support their children's learning and development at early childhood centres?
4. What challenges do parents with different levels of education face when helping their children with academic activities?

1.6 Significance of the Study

In terms of practice, the findings will provide educators and practitioners with valuable insights into the diverse needs and challenges faced by parents with varying educational backgrounds. By understanding these dynamics, early childhood centres can develop targeted programs and resources to enhance parental engagement, fostering a more supportive learning environment for children.

From a policy perspective, the research will inform policymakers about the critical role of parental involvement in children's academic success. By highlighting the influence of parents' educational backgrounds, the study will advocate for the implementation of supportive policies aimed at bridging educational gaps among parents. This could lead to initiatives that provide resources and training for less educated parents, empowering them to actively participate in their children's education.

Theoretically, the study will contribute to the existing body of knowledge on parental involvement by exploring the relationship between educational backgrounds and engagement. It will provide a framework for understanding how socio-economic factors shape parental roles in education, which can be referenced in future research. Ultimately, this study aims to enhance the understanding of the interplay between parental involvement and children's educational outcomes, promoting equity in early childhood education.

1.7 Delimitation of the Study

This study focused exclusively on parents of children attending early childhood centres in the Ablekuma West Municipality, Ghana. It specifically examined the influence of parents' educational backgrounds on their involvement in academic activities, excluding other factors such as socio-economic status, cultural influences, and the perspectives of educators.

1.8 Limitations of the Study

According to Patton (2002), limitations are factors beyond the researcher's control that may influence the outcomes and conclusions of a study. In this research, a significant limitation was participant reluctance to fully engage. Some participants were unwilling to share detailed insights, potentially due to time constraints, lack of interest, or misunderstanding of the study's purpose. Additionally, several interviewees expressed hesitation in providing information, fearing repercussions or penalties. This reluctance may have stemmed from perceived sensitivities surrounding certain topics discussed in the study.

These challenges impacted the depth and richness of the data collected, as participants' withholding of information limited the scope of analysis. Moreover, such constraints reduced the researcher's ability to gain a comprehensive understanding of the phenomenon under study. Addressing these limitations would require building trust with participants, ensuring confidentiality, and providing reassurances to mitigate fears of disclosure-related consequences.

1.9 Operational Definition of Terms

Parental Involvement: Refers to the active participation of parents in their children's education, including activities such as assisting with homework, attending school events, and engaging in discussions about academic progress. This involvement can be categorized into different types, including emotional, informational, and educational support.

Educational Background: The highest level of formal education attained by parents, including primary, secondary, vocational, and tertiary education. This variable is crucial for

assessing how parents' educational experiences influence their engagement with their children's academic activities.

Academic Activities: Specific tasks and engagements that contribute to a child's educational development, including homework assignments, participation in school events, and other learning-related activities that occur at home or in educational settings.

Early Childhood Centres: Educational institutions that provide care and learning for children typically aged 0 to 8 years. These centres include nursery schools, kindergartens, and preschools that focus on the holistic development of young children.

Perceptions: The beliefs, opinions, or attitudes held by parents regarding the influence of their educational background on their children's academic progress. These perceptions shape how they approach their involvement in their children's education.

Engagement: The level of participation and interaction that parents have in their children's learning processes. Engagement can manifest in various ways, including emotional support, communication with teachers, and involvement in school activities.

1.10 Organisation of the Study

The study is divided into five chapters. Chapter one dealt with the general introduction of the study, background to the study, the statement of the problem, the purpose of the study, objectives of the study and research questions, the significance of the study, delimitations of the study, operational definition of terms, organisation of the study. Chapter two presented on review of related literature. It provided theoretical and empirical evidence on assessment practices among kindergarten teachers. Chapter three presented the research methodology. It described the research design, population, sample and sampling technique, research instruments, pilot-testing, validity, reliability and trustworthiness of the data collection instruments, data collection procedures, data analysis and ethical consideration. Chapter four

focused on results presentation and discussion of the data that was collected from the field. Lastly, chapter five of the study presented the summary of the research findings, conclusions based on the findings, recommendations, and made suggestions for further research.



CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Overview

This chapter presents a review of related literature on the influence of parents' educational background on the academic activities of learners at early childhood centres. The review aims to synthesize existing research, theories, and perspectives that inform the study, providing a comprehensive understanding of how parental education impacts children's educational experiences. The discussion will be organized under the following subheadings:

1. Theoretical Framework
2. Concept of Parental Involvement
3. Parental Involvement in Early Childhood Education
4. Perceptions of Parents on the Impact of Educational Background on Academic Progress
5. Influence of Parents' Educational Levels on Involvement in Academic Activities
6. Approaches of Parents with Diverse Educational Backgrounds to Supporting Learning and Development
7. Challenges Faced by Parents with Different Educational Backgrounds in Engaging with Academic Activities

2.1 Theoretical Framework

The theoretical framework of a research study is the foundation upon which the study is built, providing a framework for understanding and interpreting the results. In this study, the theoretical framework underpinning the study is the Bronfenbrenner's Ecological Systems Theory.

Bronfenbrenner's Ecological Systems Theory provides a comprehensive framework for understanding how various environmental systems influence children's development,

particularly in the context of parental involvement in education. According to Bronfenbrenner (1979), child development occurs within a set of nested systems, ranging from the immediate environment to broader societal influences, all of which interact to shape a child's growth and learning. These systems—microsystem, mesosystem, exosystem, macrosystem, and chronosystem—are particularly useful for analyzing how parents' educational backgrounds influence their engagement with their children's academic activities.

In the microsystem, which refers to the child's immediate environment, the interactions between the child and key figures, such as parents and teachers, are crucial for academic development. Parents' educational backgrounds directly shape their involvement in their child's academic activities. For instance, parents with higher levels of education are often more equipped to assist their children with homework and engage in school-related activities, providing enriched learning experiences at home (Swick & Williams, 2006). In contrast, parents with lower educational attainment may face difficulties in understanding academic content or navigating school expectations, which could limit their involvement (Hornby & Lafaele, 2011).

The mesosystem refers to the interconnections between different settings in the child's life, such as the home and school environments. Parents with higher educational backgrounds often maintain stronger relationships with schools and teachers, creating a collaborative approach to supporting the child's academic progress (Hill & Tyson, 2009). This connection enhances the child's learning environment by ensuring consistency and reinforcement between home and school. In contrast, parents with lower education may face barriers, such as a lack of confidence or time, which can weaken this home-school link, potentially affecting the child's academic outcomes.

The exosystem encompasses external environments that indirectly affect the child's development, such as parents' workplaces or community resources. For example, parents with limited education may work in lower-income jobs with less flexible hours, limiting their availability to participate in school activities or engage in academic support at home (Engle & Gonzalez, 2016). These constraints, while not directly involving the child, can hinder parental involvement in their child's academic life.

Finally, the macrosystem refers to the broader societal and cultural context, including societal attitudes toward education and the resources available to parents. Parents with higher educational backgrounds often value academic success and have access to resources that support their involvement in their child's education (Zhang et al., 2022). Conversely, societal and economic factors can exacerbate the challenges faced by less-educated parents, influencing their ability to engage in their children's schooling.

Bronfenbrenner's Ecological Systems Theory offers a holistic perspective on the complex interactions between parents' educational backgrounds and their children's academic activities. It emphasizes that a child's academic success is not only a result of their individual capabilities but also deeply influenced by their environment, including their parents' educational background and level of involvement in educational processes (Bronfenbrenner & Morris, 2006). This theory is particularly useful for analyzing the context of early childhood education in Ablekuma West Municipality, where disparities in parental education may significantly affect learners' academic progress.

By applying Bronfenbrenner's framework, this study examines how the various systems within which children and parents operate interact to influence academic activities at early childhood centres. Understanding these dynamics can provide valuable insights for developing

interventions aimed at enhancing parental involvement, particularly for those with lower educational backgrounds.

2.2 Concept of Parental Involvement

Parental involvement is the active participation of parents in the education and development of their children, both at home and within educational institutions. It encompasses a broad range of activities, including providing learning support at home, attending school functions, engaging in communication with teachers, and contributing to school governance processes. Research has consistently highlighted the pivotal role that parental involvement plays in children's educational outcomes. Higher levels of engagement are often associated with improved academic performance, enhanced cognitive development, and better social skills. Studies such as those conducted by Epstein and Sheldon (2006) and Jeynes (2012) have emphasized the strong correlation between parental involvement and the overall success of learners in academic and developmental contexts.

Parental involvement is not a singular or uniform activity but rather a multidimensional concept that incorporates physical, emotional, and psychological contributions. For instance, Epstein (1995) identified six categories of parental involvement that capture its diverse nature. These include parenting, which refers to creating a supportive home environment conducive to learning; communicating, which involves maintaining effective and open lines of communication between parents and school staff; volunteering, which pertains to active participation in school activities; learning at home, which involves providing direct educational support such as homework assistance; decision-making, which entails participating in school governance structures; and collaborating with the community, which involves forming partnerships with external entities to enhance educational experiences. Each of these dimensions significantly contributes to the academic achievement and overall development of children. For example, parents who regularly communicate with teachers tend to develop a

clearer understanding of their children's academic needs, enabling them to provide tailored support at home. Similarly, when parents engage in home-based educational activities, they help to foster a positive learning environment that enhances academic growth.

The importance of parental involvement is particularly pronounced during early childhood, a critical phase for cognitive, emotional, and social development. Research has shown that early engagement by parents can have long-lasting benefits on children's academic trajectories. Parents who are actively involved in their children's early education tend to see their children excel academically throughout their schooling. Senechal and LeFevre (2014) demonstrated that such involvement not only enhances immediate academic outcomes but also lays a foundation for sustained educational success. Moreover, parental engagement has been found to be especially impactful for children from disadvantaged backgrounds, serving as a buffer against the negative effects of socioeconomic inequalities. Desforges and Abouchaar (2003) noted that active parental involvement could mitigate disparities and promote equitable learning opportunities, particularly in contexts where resources and support systems are limited.

Despite its importance, the level and nature of parental involvement are often shaped by several factors, including educational background, socioeconomic status, and cultural norms. Parents with higher educational attainment tend to be more engaged in their children's education, as they often possess the knowledge, confidence, and resources needed to support academic activities. Hornby and Lafaele (2011) observed that these parents are more likely to assist with homework, understand school requirements, and participate in decision-making processes. Conversely, parents with lower levels of education may face challenges such as a lack of familiarity with school curricula, limited time due to work commitments, and reduced confidence in their ability to contribute meaningfully.

Cultural values also play a significant role in shaping the nature of parental involvement. In some cultures, parents may prioritize providing moral and emotional support to their children, while in others, they may adopt a more direct and hands-on approach to academic activities. Hoover-Dempsey et al. (2005) highlighted that understanding these cultural differences is crucial for educators and policymakers when designing strategies to enhance parental involvement. Recognizing and respecting these variations can help ensure that engagement efforts are inclusive and effective, particularly in diverse educational settings like those found in Ghana.

In the context of Ablekuma West Municipality, parental involvement is an essential component of children's academic success, especially in early childhood. This study aims to explore the ways in which parents in the municipality engage with their children's education and the extent to which their educational backgrounds influence their level and type of involvement. Understanding these dynamics will provide valuable insights for developing targeted interventions to enhance parental participation and improve academic outcomes for children in the community.

2.3 Parental Involvement in Early Childhood Education

Numerous research findings underscore the positive relationship between parental involvement and children's academic success, particularly in the early years when foundational skills are being developed. For instance, a study by Senechal and LeFevre (2014) found that children whose parents actively engaged in literacy activities, such as reading to them and providing educational materials at home, performed better in reading and language development. This indicates that parental involvement in early childhood education lays a crucial foundation for later academic achievement.

Moreover, parental involvement has been shown to influence not only academic performance but also social and emotional development. According to McWayne et al. (2013), children

whose parents are highly engaged in their early education tend to exhibit better social skills and fewer behavioral problems, which further supports their learning and adjustment in school. This highlights the broad impact that parental involvement can have on a child's overall development during the early years.

In the context of early childhood education, parental involvement typically encompasses a range of activities, including helping with homework, attending parent-teacher meetings, and volunteering at school events. A study conducted by Castro et al. (2015) revealed that parents who regularly communicated with teachers and participated in school activities were more likely to have children with higher academic performance and better school attendance. This suggests that schools can enhance student outcomes by fostering stronger partnerships with parents and encouraging their active participation in school-related activities.

However, the level of parental involvement can vary depending on factors such as socioeconomic status, educational background, and cultural expectations. For instance, parents with higher levels of education are often more confident and knowledgeable about how to support their children's academic activities, leading to greater involvement (Hornby & Lafaele, 2011). In contrast, parents with lower educational backgrounds may struggle with understanding the curriculum or finding time to participate in school-related activities, which can negatively impact their children's academic performance. A study by Englund et al. (2004) found that parental educational attainment was a strong predictor of the level of involvement, with more educated parents being more engaged in their children's education.

Additionally, economic constraints can pose challenges to parental involvement. For example, research by Kuru Cetin and Taskin (2016) found that parents from low-income households were often less involved in their children's education due to time constraints, work commitments, and limited access to resources. These parents, though willing, may lack the

necessary means to provide consistent academic support, which can result in educational disparities.

Despite these challenges, efforts to increase parental involvement, especially among disadvantaged families, have proven beneficial. Interventions such as parent education programs and school outreach initiatives have been effective in enhancing parental engagement. According to a study by Mendez (2010), parent training programs that equip parents with skills to support their children's learning at home have been shown to significantly improve both academic outcomes and parent-child relationships.

In Ghana, studies have similarly shown that parental involvement in early childhood education is crucial for children's academic success. A study by Ampadu and Adu-Yeboah (2019) revealed that Ghanaian parents who were actively engaged in their children's early learning activities, such as reading and storytelling, saw improved academic performance and cognitive development in their children. However, the study also found that many parents, particularly those with lower educational backgrounds, struggled to provide adequate support due to a lack of knowledge or resources.

2.4 Perceptions of Parents on the Impact of Educational Background on Academic Progress

Empirical research has consistently shown that parents' educational backgrounds significantly influence their perceptions of their role in their children's academic progress. Parents with higher educational attainment often perceive their involvement as essential for their child's academic success and are more likely to engage in activities that promote learning. For example, a study by Sui-Chu and Willms (1996) revealed that parents with college or university education had higher expectations for their children's academic achievement and were more involved in school-related activities, such as helping with homework and communicating with

teachers. This suggests that parents' educational experiences shape their attitudes toward education and, by extension, their engagement in their children's learning.

Parents with higher education levels are also more likely to understand the value of academic involvement and perceive their role as facilitators of their children's success. Research by Davis-Kean (2005) showed that these parents often see themselves as having the skills and knowledge to assist their children with academic tasks, thereby promoting a home environment conducive to learning. Conversely, parents with lower educational backgrounds may feel less confident in supporting their children's academic activities due to limited educational experiences or lack of familiarity with school expectations. According to a study by Lee and Bowen (2006), parents with lower educational attainment often perceived themselves as less capable of contributing to their children's academic success, particularly in areas such as assisting with homework or understanding the school curriculum. This lower self-efficacy can reduce their level of involvement in their child's education, even if they recognize the importance of their role.

Furthermore, parents' perceptions of their educational background also influence how they approach school-related responsibilities. For instance, LaRocque et al. (2011) found that parents with lower levels of education were less likely to participate in school activities or engage with teachers, primarily because they viewed themselves as unqualified to contribute to their child's academic development. They often perceived the school as the primary entity responsible for their child's learning, which contrasted with the more proactive approach taken by parents with higher education levels. This divergence in perception underscores how educational background can shape parental engagement and its impact on academic progress.

However, it is important to note that parents from all educational backgrounds generally recognize the importance of their role in their child's academic success, even if their perceptions

about how they can contribute differ. A study by Hornby and Lafaele (2011) indicated that while parents with lower educational backgrounds might not engage as frequently in school-based activities, they still believed in the importance of education and wished to support their children in ways they found feasible, such as through verbal encouragement or fostering good study habits at home. This suggests that perceptions of capability, rather than a lack of interest, may limit the involvement of parents with less formal education.

In addition, socio-cultural factors can interact with educational background to influence parents' perceptions. Studies such as that by Fan and Chen (2001) have found that parents from different cultural backgrounds may have varying expectations of their role in their children's education, regardless of their educational level. For example, some parents may prioritize emotional and social support over academic involvement, while others may feel that ensuring discipline is their primary contribution. These diverse perceptions illustrate the complexity of parental involvement and the influence of educational background on how parents support their children's academic progress.

2.5 Influence of Parents' Educational Levels on Involvement in Academic Activities

The influence of parents' educational levels on their involvement in their children's academic activities has been a widely researched area in the field of education. Numerous studies have demonstrated that parents with higher levels of education are more likely to be actively engaged in their children's learning, both at home and in school settings. Research by Lee and Bowen (2006) indicated that parents with higher educational attainment tend to provide more academic support at home, such as helping with homework, reading to their children, and encouraging academic-related discussions. These parents often have greater access to resources and knowledge, which enables them to create a more conducive learning environment for their children.

Parents with higher educational backgrounds are also more likely to engage with teachers and participate in school-related activities. According to Desforjes and Abouchaar (2003), these parents tend to view themselves as partners in their children's education and actively collaborate with teachers to support their child's academic progress. They are more likely to attend parent-teacher conferences, volunteer at school events, and monitor their child's academic performance closely. This active involvement not only enhances children's academic outcomes but also strengthens the home-school connection, which has been shown to positively influence children's attitudes toward learning (Hill & Tyson, 2009).

In contrast, parents with lower educational attainment often face barriers to becoming actively involved in their children's academic activities. These barriers can include a lack of confidence in their ability to help with academic tasks, unfamiliarity with the school curriculum, or limited time due to work obligations. Research by Jeynes (2016) found that parents with lower educational levels may feel intimidated by the school environment and unsure of how to engage in their child's education. As a result, these parents are less likely to attend school functions, communicate with teachers, or assist with homework, which can negatively impact their child's academic progress.

Moreover, parents' educational levels also influence the type of academic activities they engage in with their children. For example, Grolnick and Slowiaczek (1994) highlighted that parents with higher education levels are more likely to engage in cognitively stimulating activities, such as reading, visiting museums, and discussing academic topics, which promote higher-order thinking and academic success. In contrast, parents with lower education levels may focus more on basic activities, such as ensuring homework completion or maintaining discipline, without necessarily engaging in deeper academic interactions.

The disparities in parental involvement based on educational levels also extend to parents' ability to navigate educational systems and advocate for their children. According to a study by Lareau (2011), parents with higher education are more adept at understanding school policies, seeking out academic opportunities for their children, and advocating for additional support when needed. They are more likely to be familiar with educational resources, such as tutoring services or extracurricular programs, and are better positioned to provide their children with access to these resources. In contrast, parents with lower education may be less aware of available resources or feel less confident in approaching school staff to seek support for their children.

However, it is essential to recognize that while parents with lower educational attainment may be less involved in traditional academic activities, many still value education highly and find alternative ways to support their children. As Hornby and Lafaele (2011) noted, parents from diverse educational backgrounds often prioritize moral support, encouragement, and instilling discipline as their primary contributions to their child's academic success. While these forms of involvement may not align with conventional definitions of academic support, they are crucial for promoting children's overall development and resilience in the face of academic challenges.

2.6 Approaches of Parents with Diverse Educational Backgrounds to Supporting Learning and Development

Parents with different educational backgrounds adopt varied approaches to supporting their children's learning and development. Research indicates that parents' educational levels significantly shape the strategies they use to assist their children academically. Those with higher educational attainment tend to engage in more structured and resourceful academic support, while parents with lower educational levels may adopt informal and less structured approaches (Lareau, 2011).

Parents with higher educational levels are more likely to emphasize cognitively enriching activities such as reading, engaging in academic discussions, and encouraging critical thinking. They are more familiar with educational systems and better equipped to provide support that fosters intellectual development (Grolnick & Slowiaczek, 1994). For instance, these parents are more likely to introduce their children to educational resources, such as books, tutoring services, and extracurricular activities that can enhance academic performance (Hill & Tyson, 2009). Their approach is often characterized by a focus on fostering independent learning and problem-solving skills in their children.

Conversely, parents with lower educational attainment often rely on more practical and immediate forms of support, such as monitoring homework completion or providing guidance on discipline and behavior. Although they may lack confidence in assisting with academic content, they still contribute by creating a supportive home environment that values education. As Hornby and Lafaele (2011) highlighted, even when parents with lower educational backgrounds feel less capable of engaging in academic tasks, they often prioritize instilling values such as persistence, responsibility, and respect for teachers, which indirectly support their child's academic progress.

A study by Englund et al. (2004) found that parents with lower levels of education might face difficulties in understanding school expectations or curriculum demands, leading them to focus more on encouraging their children to complete assignments rather than providing detailed academic support. Despite these limitations, such parents can be highly invested in their children's success and tend to use strategies that reflect their personal experiences and understanding of education.

Additionally, parents with diverse educational backgrounds may vary in how they interact with teachers and school systems. Highly educated parents often adopt a proactive approach,

regularly communicating with teachers, attending school events, and participating in decision-making processes concerning their child's education (Desforjes & Abouchaar, 2003). In contrast, parents with lower educational attainment may be less engaged in school activities, often due to a lack of confidence, time constraints, or unfamiliarity with school systems. Nonetheless, they still provide emotional and motivational support, which is crucial for their child's development (Jeynes, 2016).

Furthermore, research has shown that the way parents approach their child's learning is influenced by the resources and networks available to them. Lareau (2011) emphasized that parents with higher education are more likely to be part of social networks that provide access to information about academic opportunities and support services. In contrast, parents with lower educational backgrounds may have fewer connections to such resources, limiting their ability to provide the same level of academic enrichment.

2.7 Challenges Faced by Parents with Different Educational Backgrounds in Engaging with Academic Activities

Numerous studies have revealed that these challenges are often rooted in socioeconomic factors, access to resources, and parents' own educational experiences. Parents with lower educational attainment tend to encounter more barriers compared to those with higher education levels, influencing the extent and quality of their involvement in their children's learning (Hornby & Lafaele, 2011).

One of the primary challenges for parents with lower educational backgrounds is a lack of confidence in assisting their children with schoolwork, particularly as academic demands become more complex. Research has shown that these parents often struggle to understand the curriculum, making it difficult for them to provide adequate support with homework or school projects (Englund et al., 2004). Furthermore, their unfamiliarity with modern teaching methods

or subjects can result in less effective academic assistance, which may lead to frustration or disengagement (Lareau, 2011).

Time constraints are another significant challenge, especially for parents with lower educational levels who may work in low-paying jobs with irregular or long hours. These parents often face difficulties balancing work and family responsibilities, which limits their availability to participate in school activities or help with academic tasks at home (Desforges & Abouchaar, 2003). As a result, they may be less present at parent-teacher meetings, school events, or other important academic functions, which can weaken the connection between home and school.

Economic hardship is also a notable barrier for parents with lower educational attainment. Studies have highlighted that limited financial resources restrict parents' ability to invest in educational materials, tutoring, or extracurricular activities that could enhance their children's learning experiences (Jeynes, 2016). In contrast, parents with higher education levels and better economic standing can more easily provide these resources, supporting their child's academic development through enrichment activities (Grolnick & Slowiaczek, 1994).

In contrast, parents with higher educational backgrounds often face fewer challenges in engaging with academic activities, but they are not entirely free from difficulties. Some research suggests that highly educated parents may sometimes overemphasize academic achievement, placing undue pressure on their children to perform well (Hill & Tyson, 2009). Additionally, highly educated parents may struggle with time management as well, particularly if they hold demanding professional roles. Balancing work and involvement in their children's education can become a challenge even for these parents, although their higher socioeconomic status often provides them with more flexibility to navigate these difficulties.

Another significant challenge across educational levels is communication with teachers and schools. Parents with lower educational backgrounds may feel intimidated or uncomfortable interacting with teachers, especially if they perceive a gap in educational knowledge or language proficiency (Hornby & Lafaele, 2011). This can hinder effective communication about their children's academic progress or needs, which is essential for fostering academic success. On the other hand, parents with higher education may feel more comfortable engaging with educators but may sometimes feel disconnected from the school community if their expectations or standards are not aligned with the school's approach.

2.8 Summary of Review of Related Literature

This chapter reviews the existing literature on how parents' educational backgrounds influence the academic activities of learners at early childhood centers. The review integrates various research findings, theoretical perspectives, and empirical studies to provide an in-depth understanding of the subject. Key areas discussed include Bronfenbrenner's Ecological Systems Theory as the theoretical framework, which explains how various environmental factors, including parents' education, shape children's academic outcomes. The concept of parental involvement is explored, emphasizing its importance in early childhood education. The chapter also examines parents' perceptions of how their education impacts their children's academic progress, the influence of their educational levels on their involvement in school activities, and the different approaches parents take to support their children's learning. Finally, it discusses the challenges parents with diverse educational backgrounds face when engaging in their children's academic activities, highlighting disparities in involvement due to socio-economic factors and educational experiences.

CHAPTER THREE

METHODOLOGY

3.0 Overview

This chapter outlines the methodology adopted for the study. It delves into the research paradigm and approach, elaborates on the research design, and specifies the target population. The chapter further details the sampling methods and sample size, describes the research instruments used, and addresses the trustworthiness. Additionally, it covers the procedures for data collection and the strategies for data analysis. Finally, it discusses the ethical considerations pertinent to the study.

3.1 Research Paradigm

The research paradigm employed in this study was the interpretivist paradigm, also known as the interpretive paradigm. This paradigm is grounded in the belief that reality is socially constructed, meaning that individuals create and assign meaning to their experiences based on their interactions with the world around them (Cohen, Manion, & Morrison, 2018). Interpretivism is particularly useful for studies focused on understanding subjective experiences and meanings, as it allows researchers to explore how individuals perceive, interpret, and make sense of their personal and social environments (Creswell, 2013).

In the context of this study, the interpretivist paradigm was appropriate because the research aimed to explore how parents perceive the impact of their educational background on their children's academic activities. This approach enabled a deeper investigation into parents' lived experiences, attitudes, and beliefs, rather than seeking objective or quantifiable truths. The paradigm aligns with the study's focus on subjective realities and individual interpretations, as each parent's educational background and its influence on their child's academic engagement may vary depending on their unique contexts.

Moreover, the interpretivist paradigm supports the use of qualitative methods, which are suited to uncovering rich, detailed insights into participants' perspectives (Bryman, 2016). By

employing this paradigm, the study was able to capture the nuanced ways in which parents understood and approached their roles in their children's education, particularly at the early childhood level, where parental involvement plays a critical role (Epstein, 2011). Interpretivism also allowed for flexibility in exploring diverse viewpoints, making it ideal for understanding the complex and varied educational influences that parents bring to their children's academic experiences (Merriam, 2009).

Thus, the interpretivist paradigm was justified by its capacity to offer an in-depth, contextualized understanding of the phenomenon under investigation, aligning with the study's objectives and the nature of the research questions.

3.2 Research Approach

The chosen research approach for this study was qualitative, which aligns with the interpretivist paradigm that underpinned the research design. A qualitative approach was deemed suitable because it allows for an in-depth exploration of participants' perspectives and experiences in a natural setting, rather than focusing on numerical data or statistical generalizations (Creswell & Poth, 2018). This approach emphasizes understanding the "how" and "why" behind human behavior and interactions, making it ideal for investigating how parents perceive the impact of their educational background on their children's academic activities.

Qualitative research is well-suited for studies aimed at exploring complex, context-specific phenomena, as it enables researchers to delve into the subjective meanings and experiences of participants (Merriam, 2009). In this study, the goal was to capture rich, detailed descriptions of how parents with varying educational backgrounds engage with their children's academic activities at early childhood centers. The qualitative approach allowed for flexibility in data collection, enabling the researcher to use open-ended questions in interviews, which facilitated deeper insights into parents' thoughts, feelings, and behaviors (Patton, 2015).

Furthermore, qualitative research is particularly useful when the research seeks to understand the processes and dynamics of social phenomena from the perspective of those directly involved (Denzin & Lincoln, 2011). In this study, the aim was to uncover how parents' educational backgrounds shaped their involvement in academic activities and the challenges they faced. By using qualitative methods, the researcher was able to capture the nuances of these experiences, which may have been overlooked in a quantitative approach that prioritizes measurement over understanding.

The qualitative approach also enabled the study to consider the diverse contexts in which parental involvement takes place, acknowledging the individuality of each parent's experiences and the socio-cultural factors that influence their perceptions and actions (Cohen, Manion, & Morrison, 2018). Thus, the qualitative approach was justified by its ability to provide a rich, contextualized understanding of the research problem, allowing the study to address its research questions effectively.

3.3 Research Design

The research design employed for this study was phenomenological, which focused on understanding the lived experiences of parents regarding their educational backgrounds and how these experiences impacted their involvement in their children's academic activities. Phenomenology, as a research design, seeks to explore how individuals make sense of their experiences, aiming to uncover the essence or core meaning of those experiences as perceived by the participants themselves (Creswell & Poth, 2018). In this study, a phenomenological design was particularly appropriate because it allowed the researcher to delve into the subjective realities of parents, exploring their unique perspectives on how their educational background shaped their engagement with their children's learning.

Phenomenology emphasizes studying phenomena from the participants' point of view, thereby offering insights into how individuals interpret their world and experiences (Moustakas, 1994).

Given that parental involvement in early childhood education can be influenced by numerous factors, including educational background, socio-economic status, and cultural beliefs, a phenomenological approach was suited to capture the complexity of these influences. This design enabled the researcher to explore the variations in parents' experiences, revealing common themes as well as individual differences in how parents with different educational backgrounds perceive their role in supporting their children's academic progress.

In addition, phenomenological research is particularly effective when the study aims to understand not just the external behaviors of individuals but also the meanings they attach to their actions (Van Manen, 1990). By focusing on the lived experiences of parents, this study sought to uncover the underlying motivations, challenges, and perceptions that shape their engagement with academic activities at early childhood centers. The phenomenological approach allowed the researcher to gather deep, rich descriptions of these experiences through interviews, facilitating a nuanced understanding of how parents' educational backgrounds influence their interactions with their children's academic environment (Smith, Flowers, & Larkin, 2009).

Moreover, phenomenology is well-suited for studies that explore how people navigate complex social phenomena in everyday life (Van Manen, 1997). This design was ideal for examining the diverse experiences of parents within the Ablekuma West Municipality, providing insight into the ways in which their educational backgrounds affected their approaches to academic support and involvement. By focusing on the lived realities of the participants, this study was able to offer a meaningful interpretation of how parental education levels shape academic engagement, making the phenomenological design a compelling choice.

3.4 Study Area

The study was conducted in the Ablekuma West Municipality, located in the Greater Accra Region of Ghana. This municipality, characterized by its socio-economic diversity and varying

educational backgrounds among its population, offered a rich and relevant context for exploring the influence of parents' educational backgrounds on their children's academic activities. The varied levels of parental education in this area, ranging from low to high, made it an ideal location for investigating the research questions concerning parental involvement and its impact on early childhood education.

Ablekuma West Municipal District, one of the 29 districts in the Greater Accra Region, was originally part of the larger Accra Metropolitan District. It gained municipal status on March 15, 2018, following the splitting of a portion from Accra Metropolitan District. The capital of Ablekuma West is Dansoman, a well-populated and vibrant area. The diversity within this municipality provided a meaningful backdrop for examining how different educational levels among parents influence their engagement with their children's learning at early childhood centers.

3.5 Target Population

The target population for this study was clearly defined, consisting of two hundred and thirty-two (232) parents of children enrolled in early childhood centres within the Ablekuma West Municipality. This group was carefully selected because it represented a diverse range of educational backgrounds, allowing for an in-depth exploration of how varying levels of parental education influenced involvement in their children's academic activities. The heterogeneity of this population, with parents coming from different educational levels, provided a broad spectrum of experiences and perspectives, making it ideal for understanding the potential correlations between parents' education and their engagement in their children's early learning experiences. By focusing on this group, the study aimed to draw meaningful insights that could be applicable to similar settings beyond Ablekuma West.

3.6 Sample Size and Sampling Technique

The sample size for this study comprised thirteen (13) parents, selected through a convenience sampling technique. Convenience sampling was chosen for its practicality and feasibility, particularly within the constraints of qualitative research. This approach allowed the researcher to select participants who were readily available and willing to participate, making the data collection process more efficient. According to Creswell and Creswell (2017), convenience sampling is appropriate when the researcher is focused on exploring specific phenomena and obtaining in-depth insights rather than generalizing findings to a larger population.

In qualitative research, convenience sampling is useful because it allows for quick access to participants who meet certain criteria, making it ideal for studies that prioritize depth of understanding over breadth. Etikan, Musa, and Alkassim (2016) argue that while convenience sampling has limitations in representativeness, it is valuable in exploratory studies where the aim is to gather rich, detailed data.

In this study, the inclusion criteria for selecting participants were carefully defined. First, participants had to be parents of children enrolled in early childhood centres within the Ablekuma West Municipality, ensuring relevance to the research context. Second, parents with varying educational backgrounds—from no formal education to higher education—were included to capture diverse perspectives. Third, participants were required to demonstrate a willingness to participate and provide informed consent. Finally, parents who were actively involved in their children's academic activities, such as assisting with homework or attending school events, were prioritized for selection. These criteria ensured that the sample aligned with the research objectives, offering meaningful insights into the influence of parental education on children's academic activities.

The decision that 13 parents were sufficient for the study was guided by the principle of data saturation, a critical benchmark in qualitative research. Data saturation occurs when additional

data no longer provides new or relevant insights into the research questions. During the interviews and data analysis, it became evident that themes, patterns, and perspectives were repeating across participants, and no substantially new information was emerging.

At this point, the researcher determined that the sample size of 13 parents provided a comprehensive understanding of the influence of parental education on children's academic activities within the context of early childhood education in the Ablekuma West Municipality. This conclusion aligns with the guidance of qualitative research experts, such as Creswell and Creswell (2017), who suggest that qualitative studies prioritize depth and richness of data over large sample sizes. Thus, 13 participants were sufficient to meet the study's objectives.

3.7 Data Collection Instruments

The data collection instrument employed in this study was semi-structured interviews. Semi-Structured interviews are widely used in qualitative research to collect standardized data, ensuring that all participants are asked the same set of questions in a consistent manner. This method is particularly useful for comparative analysis, as it allows the researcher to systematically gather information across all participants while minimizing variations caused by differing interview techniques. According to Bryman (2016), structured interviews enhance the reliability of data because they ensure uniformity in the questions asked, allowing for easier comparison across responses.

The use of structured interviews also provided the flexibility needed for this study to delve deeper into participants' perspectives. Although the questions were predefined, participants had the opportunity to elaborate on their answers, offering richer, more nuanced insights into their experiences. This flexibility allowed the researcher to explore the complex ways in which parents' educational backgrounds influenced their involvement in their children's academic activities, a key focus of the study.

Additionally, structured interviews helped mitigate biases that may arise from interviewer inconsistencies, as the standardized format kept the conversation focused and minimized deviations. Creswell and Poth (2018) highlight the effectiveness of structured interviews in ensuring that all relevant aspects of the research topic are addressed systematically, while still allowing for individual depth in responses.

This method was chosen for its balance between structure and depth, making it suitable for capturing both the specific and broader themes within the research. Structured interviews, therefore, provided a robust framework for collecting reliable and comprehensive data in line with the objectives of the study.

3.8 Data Analysis Procedure

The data analysis procedure for this study involved the use of thematic analysis, which was employed to systematically identify, analyze, and interpret patterns or themes within the qualitative data collected from structured interviews. Thematic analysis is particularly suitable for qualitative research as it allows researchers to explore complex data by organizing it into coherent categories that reflect key ideas and patterns of meaning (Braun & Clarke, 2006).

This approach was chosen because it provided flexibility in handling rich and detailed data, making it possible to uncover the underlying themes related to how parents' educational backgrounds influence their involvement in their children's academic activities. As a widely-used method in qualitative research, thematic analysis enables researchers to move beyond merely summarizing data to developing a deeper understanding of participants' experiences, as explained by Nowell et al. (2017).

By following Braun and Clarke's (2006) six-phase approach to thematic analysis—familiarization with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report—the study ensured a rigorous analysis

process. Each phase allowed for a systematic examination of the data to extract relevant themes that aligned with the research objectives.

The thematic analysis process also ensured that key insights from participants' narratives were captured, particularly regarding their perceptions, experiences, and challenges related to their educational backgrounds and how these affected their involvement in early childhood academic activities. This method facilitated a rich interpretation of the data, revealing connections and disparities in parental involvement based on different educational levels. According to Clarke and Braun (2013), thematic analysis is beneficial for identifying patterns that speak to broader social and cultural contexts, making it a valuable tool for understanding the dynamics of parental involvement in this study.

3.9 Trustworthiness

To enhance the trustworthiness of this research, several strategies were employed, reflecting the criteria proposed by Lincoln and Guba (1985), which include credibility, transferability, dependability, and confirmability.

3.9.1 Credibility

Credibility refers to the confidence that can be placed in the truth of the research findings. To ensure credibility, the study employed triangulation by incorporating multiple data sources and methods. This included collecting data from a diverse sample of parents with varying educational backgrounds, which enriched the perspectives gathered. Additionally, member checking was utilized, whereby participants were invited to review and validate the findings and interpretations presented by the researcher. This process allowed participants to confirm the accuracy and resonance of their expressed views, enhancing the authenticity of the results.

3.9.2 Transferability

Transferability concerns the extent to which findings can be applied to other contexts or settings. To facilitate transferability, detailed descriptions of the research context, participants, and data collection processes were provided. By offering rich contextual information about the Ablekuma West Municipality and the participants' diverse educational backgrounds, the study enables readers to determine the relevance of the findings to other similar contexts. Furthermore, thick descriptions of the participants' experiences were included in the findings, allowing other researchers to draw parallels and make informed comparisons.

3.9.3 Dependability

Dependability relates to the stability of data over time and the consistency of the research processes. To enhance dependability, the researcher maintained a comprehensive audit trail, documenting each step of the research process, including data collection methods, analysis procedures, and decision-making rationales. This transparency allows future researchers to follow the research path taken, ensuring that the process can be replicated. Additionally, peer debriefing was utilized, involving discussions with colleagues to gain feedback on the research design and findings, which further reinforced the dependability of the study.

3.9.4 Confirmability

Confirmability refers to the degree to which the findings are shaped by the participants and not researcher bias. To ensure confirmability, reflexivity was employed, wherein the researcher actively reflected on their biases, perspectives, and experiences that might influence the research process. This reflection was documented in a research journal, outlining potential biases and how they were addressed throughout the study. Additionally, the use of structured interviews, with a standardized set of questions, helped minimize the influence of the researcher on the data collected.

These strategies contributed to the trustworthiness of the study, ensuring that the findings are credible, transferable, dependable, and confirmable, which ultimately enhances the quality and validity of the research.

3.10 Data Collection Procedures

The data collection procedures for this research were meticulously designed to ensure ethical integrity and adherence to established research protocols. The process began with obtaining the necessary authorizations from relevant institutional review boards and early childhood centers within the Ablekuma West Municipality. This step was essential to ensure compliance with ethical standards, safeguarding the rights and well-being of the participants (Creswell & Poth, 2018).

Once the required authorizations were secured, the researcher reached out to potential participants, explaining the study's purpose, objectives, and significance. This transparent communication was vital in building trust and encouraging participation, as it allowed parents to understand how their insights would contribute to the research on parental involvement in education (Bryman, 2016). Following this initial engagement, informed consent was obtained from all participants prior to conducting the interviews. This consent process included providing participants with information about their rights, the voluntary nature of their participation, and assurances of confidentiality and anonymity regarding their responses.

The structured interviews were then scheduled at convenient times and locations for the participants to facilitate a comfortable environment conducive to open dialogue. Each interview was conducted using a pre-defined set of questions to ensure consistency while allowing flexibility to explore participants' responses in more depth. Throughout the interviews, the researcher maintained an ethical stance by being sensitive to participants' comfort levels and emotional responses, ensuring that the data collection process was respectful and non-intrusive.

3.11 Ethical Considerations

To abide by the ethical principles of the study, the study addressed some ethical concerns which will include informed consent, anonymity, and confidentiality.

3.11.1 Informed consent

Informed consent affords prospective participants the opportunity to accept or decline to engage in the research. It describes the need for participants to understand the aims, objectives, and potential harm that such involvement may have on them (Seidman, 2016). In this study, the purpose of the study was carefully reviewed with the participants before they were involved in the study.

3.11.2 Anonymity

The anonymity of study respondents was highly taken into consideration in the present study. Gujarati (2013) pointed out that anonymity is a vital issue in research ethics because it gives the participants the opportunity to have their identities concealed. In this study, fictitious names were used for identification purposes that could not be traced to the participants. Codes were also adopted where necessary to ensure the anonymity of information and harm. In order not to unnecessarily invade the privacy of participants, I will make a prior visit to the schools before the data collection commenced. This was to explain the purpose of the study to the respondents and how to not invade their privacy as participants. Neither names nor any identifiable information from respondents was taken as a way of ensuring the ethical principle of anonymity. This was to prevent possible victimization of respondents where certain responses may be viewed as unpalatable to other stakeholders.

3.11.3 Confidentiality

On the issue of confidentiality, an effort was made to maintain the confidentiality of the responses of the participants. Participants were told that their responses would be kept confidential and that no one known to them would have access to the information provided and none of the respondents' names was be recorded in the study. Most essentially on the ethical

issues, pieces of information that was cited from earlier studies to support the study was duly acknowledged through both citation and referencing in order to avoid academic dishonesty otherwise known as plagiarism.



CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Overview

This chapter presents the findings, analysis, and discussion based on responses collected from participants regarding the influence of parents' educational backgrounds on the academic activities of learners at early childhood centers in the Ablekuma West Municipality. The aim is to provide a comprehensive understanding of how parents' educational levels impact their involvement in their children's academic activities. The analysis is guided by the study's research questions, drawing connections to existing literature and theoretical frameworks to interpret the findings.

4.1 Demographic Data

The demographic characteristics of the study's participants provide valuable context for understanding the findings and interpreting the role of parents' educational backgrounds in the academic activities of children at early childhood centers in the Ablekuma West Municipality. The study involved 13 respondents, and the data collected reveals a diverse range of experiences, ages, qualifications, and professional backgrounds, contributing to a comprehensive understanding of the research subject.

In terms of age, the respondents spanned several decades, offering a variety of perspectives. Three respondents were in the 21 to 30 years age range, indicating that younger parents are engaged in the education of their children and likely bring a contemporary view of educational involvement. Five respondents were between the ages of 31 and 40 years, a period in life when many individuals are more established in their careers and family responsibilities, which could influence how actively they participate in their children's academic activities. Additionally, three respondents were in the 41 to 50 years age group, and two others were aged between 51 and 60 years. The older participants likely had more life and professional experience, which would have contributed to a more seasoned perspective on parental involvement in education.

The diversity in age allows for a broader understanding of how age might influence parental involvement in early childhood education.

Regarding the areas of specialization, the vast majority of respondents, 12 out of 13, specialized in Early Childhood Education, which aligns with the focus of the study. These respondents likely possess a deep understanding of the developmental needs of young children and the best practices for involving parents in early education. However, one respondent had a background in Basic Education, providing a slightly different perspective. This inclusion of a respondent with a broader educational background contributes to the study's depth, allowing for the exploration of the varying ways parents' educational backgrounds influence their involvement, especially considering the distinction between early childhood and more general education.

When examining the educational qualifications of the respondents, the study found that none of the participants held only a certificate, indicating that all respondents had attained at least a diploma or higher qualification. Three respondents held diplomas, which provide foundational knowledge in education and child development. A significant portion of the participants, nine out of thirteen, held first degrees, suggesting a well-educated group with formal training in teaching and child development. Furthermore, one respondent held a master's degree, the highest level of academic achievement in the group, highlighting the presence of highly qualified individuals. This wide range of educational qualifications reflects a high level of academic competence among the respondents, particularly in fields related to early childhood education, which strengthens the credibility of the insights provided by the participants.

In terms of rank distribution within the Ghana Education Service (GES), the respondents represented a variety of professional positions, from entry-level to senior management roles. One participant held the rank of Superintendent I, while two were classified as Superintendent II. These are mid-level positions within the GES, which indicate that the respondents held some leadership responsibilities in their educational roles. Additionally, three respondents were

ranked as Senior Superintendent II, and four were Senior Superintendent I, showcasing a significant level of seniority. One respondent held the rank of Principal Superintendent, a higher rank that likely brings a great deal of administrative and educational influence. The remaining two respondents held positions as Assistant Directors, with one at the Assistant Director II level and the other at Assistant Director I. This varied distribution of ranks among the respondents highlights the broad spectrum of professional experiences within the group, making their perspectives even more valuable as they bring insights from different levels of responsibility within the educational system.

Finally, the years of service among the respondents also varied, which provided a broad range of professional experiences. Five respondents had served in the education sector for 0 to 5 years, offering a more contemporary view of education and parental involvement in the current educational climate. Three respondents had between 6 to 10 years of service, while two had 11 to 15 years of experience. Two others had been working in the education field for 16 to 20 years, and one respondent had more than 21 years of experience in the profession. This variation in years of service ensured that the study was informed by both fresh perspectives and long-term professional insights. Those with more experience may bring a deeper understanding of how educational practices and parental involvement have evolved over time.

4.2 Research Question 1: How do parents perceive the impact of their educational background on their child's academic progress at early childhood centres in Ablekuma West Municipality?

To explore how parents perceive the impact of their educational background on their child's academic progress, the responses gathered from interviews revealed several recurring themes. These themes highlight the influence of parents' educational experiences on their involvement in their child's learning and their perception of its effects on academic progress.

Theme 1: Awareness of Educational Influence

Many parents demonstrated a clear awareness of how their educational background shapes their ability to support their children academically. This awareness was particularly pronounced among parents with higher levels of education, who acknowledged that their schooling equipped them with skills and knowledge that enhanced their involvement in their child's learning. Conversely, parents with lower educational levels expressed challenges in providing similar support but maintained a strong desire to contribute to their child's success.

Sub-Theme 1: Perceived Advantages of Higher Educational Background

Parents with higher educational attainment consistently reported being better able to engage with their children's academic activities. They emphasized their ability to understand school materials, assist with homework, and provide a conducive learning environment at home.

A respondent highlighted this advantage, stating:

“I believe my own education helps me guide my child's learning because I can understand what they are learning at school and assist them better.” (*PR 5, interviewed data, 2024*)

Another parent shared:

“I feel that my education helps me understand the importance of reading to my child and creating a learning environment at home. I can teach them basic concepts like letters and numbers more easily.” (*PR 7, interviewed data, 2024*)

These accounts illustrate how higher educational backgrounds enhance parents' confidence and ability to contribute to their child's early academic progress.

Sub-Theme 2: Challenges Faced by Parents with Limited Education

Parents with limited formal education often expressed difficulty in assisting their children with academic tasks. Despite these challenges, they demonstrated a commitment to their child's education, emphasizing non-academic forms of support, such as providing encouragement and ensuring consistent attendance at school.

One parent explained:

“I didn't attend school for long, but I try my best to support my child, even though it's harder for me to help with their homework.” *(PR 1, interviewed data, 2024)*

This sentiment underscores the resilience of parents with lower educational backgrounds, who strive to compensate for their limitations by fostering motivation and prioritizing their child's education.

Theme 2: Educational Expectations and Aspirations

Parents' educational backgrounds were closely linked to the academic expectations they set for their children. Generally, parents with higher educational qualifications expressed higher academic expectations and aspirations for their children's success. Many of these parents hoped that their children would surpass their own educational achievements. For these parents, education was seen not only as a personal accomplishment but also as a key to improving their child's future prospects. Some even viewed education as a means of breaking the cycle of poverty and enhancing the child's socio-economic mobility.

Sub-Theme 1: Higher Educational Expectations Among Educated Parents

Parents with higher educational attainment expressed ambitious goals for their children. They expected their children to excel academically and hoped they would continue their education beyond the parents' own levels of achievement.

One respondent with a degree expressed:

“Because I have a degree, I expect my child to at least finish school and maybe even go further than I did.” (*PR 3, interviewed data, 2024*)

This sentiment reflects a belief that education can create better opportunities for the next generation, and many parents with higher educational backgrounds were keen to instill this value in their children. Their expectations were often tied to the notion that academic success could improve not only their child's prospects but also the family's overall well-being.

Similarly, another parent shared:

“I expect my child to go to school and do well. I hope they can even go further than I did because I know education will help them in life.” (*PR 2, interviewed data, 2024*)

These responses indicate that educated parents are likely to have high academic aspirations for their children, envisioning educational advancement as both a personal and social goal.

Sub-Theme 2: Modest Expectations Among Parents with Limited Education

On the other hand, parents with lower educational backgrounds often expressed more modest goals for their children. While they still valued education, they were more likely to set expectations based on their own limited understanding of the academic system and the challenges they faced in achieving their own educational goals.

One parent with less formal education explained:

“I didn't finish school, so I don't really know what my child will be capable of, but I hope they will at least learn to read and write well.” (*PR 8, interviewed data, 2024*)

This reflects a sense of uncertainty and a more practical approach to academic expectations. For parents with limited education, their aspirations were often grounded in basic educational

milestones, such as the ability to read and write, which they considered vital for their child's success.

Another respondent noted:

“I want my child to do better than I did, but I don’t know how far they can go with the education system today. I just want them to learn the basics, so they can get by.” (*PR 6, interviewed data, 2024*)

This quote reveals that parents with less education often view academic progress in terms of basic literacy skills rather than higher educational achievements. They may lack the confidence or resources to help their children navigate the complexities of the formal education system, limiting their expectations to what they perceive as achievable.

This theme underscores the need for targeted interventions to support parents with lower educational backgrounds, such as parental education programs, school-community collaborations, and guidance on how to foster their children's academic growth, even with limited formal educational knowledge.

Theme 3: Parental Involvement and Support

Parental involvement is a crucial factor influencing children's academic success, and this theme emerged as a key aspect of the study. The level of parental engagement was strongly linked to the parents' own educational backgrounds. Parents with higher educational qualifications were more likely to be actively involved in their children's education, while those with lower educational backgrounds sometimes expressed challenges in participating in academic activities. This theme explores the ways in which parental involvement, shaped by their educational background, impacts their children's academic progress.

Sub-Theme 1: Active Involvement Among Educated Parents

Parents with higher levels of education frequently reported being more engaged in their child's academic life. They were more likely to attend parent-teacher meetings, assist with homework, and engage in other learning activities at home. These parents understood the importance of their involvement and were proactive in ensuring their children had the support needed for academic success.

One parent with a higher educational background stated:

“I try to attend all the school meetings because I know how important education is. I also help my child with their homework every day.” (*PR 2, interviewed data, 2024*)

This response illustrates a proactive attitude toward educational involvement, with the parent recognizing the importance of their engagement in the child's learning process. They not only attend meetings but also assist with day-to-day academic tasks, reinforcing their child's learning and development.

Another respondent shared:

“I help my child with reading and math at home. I believe it's my responsibility to make sure they're doing well, and I can see the improvement when I stay involved.” (*PR 5, interviewed data, 2024*)

This statement reflects the belief that an educated parent can play an integral role in a child's academic progress through consistent involvement and support.

Sub-Theme 2: Limited Involvement among Parents with Lower Educational Backgrounds

In contrast, parents with lower levels of education often reported feeling less confident in their ability to engage in academic activities at home. Many expressed that they felt unequipped to

help with schoolwork, which resulted in lower involvement in their child's education. These parents sometimes felt that they lacked the skills or knowledge to contribute effectively to their child's academic development.

One parent with limited education explained:

“I don't go to meetings much because I feel like I won't understand what they are talking about. I just trust the teachers to do their job.” *(PR 4, interviewed data, 2024)*

This quote reflects a sense of helplessness and a lack of confidence in participating in school-related activities. The parent's belief that they would not understand the discussions at meetings highlights a barrier to engagement. As a result, they tend to rely on the teachers to take the lead in their child's education.

Another respondent stated:

“I don't help much with homework because I don't really know how to do it myself. I wish I could be more involved.” *(PR 7, interviewed data, 2024)*

This sentiment suggests that some parents with lower educational backgrounds feel disconnected from the school system and are unsure how to provide meaningful academic support. This lack of confidence may stem from their own educational experiences, where they may not have received the necessary guidance or had the opportunity to develop academic skills that they could pass on to their children.

This theme emphasizes the need for schools to offer support and encouragement to parents, especially those with lower educational backgrounds. Schools can bridge the gap by offering workshops, providing clear communication, and creating opportunities for parents to engage in their child's education in ways that feel accessible and manageable.

Theme 4: Perceived Benefits of Parental Education on Child Development

This theme explores how parents with higher educational backgrounds perceive the influence of their education on their child's development, particularly in academic progress. Many parents with higher education shared that their own schooling had provided them with tools and strategies for fostering positive learning environments at home. These parents emphasized the significance of creating an atmosphere that supports their child's academic success and the impact this has on their child's overall development.

Sub-Theme 1: Creation of a Conducive Learning Environment

A prominent theme among parents with higher education was the understanding of the importance of fostering a learning-friendly environment at home. These parents often believed that their educational background helped them develop essential parenting skills, such as instilling good study habits, encouraging positive attitudes toward learning, and providing the necessary resources to aid their children's academic growth.

One respondent shared:

“My education helps me understand how important it is to create a good environment for my child to study at home.” (*PR 9, interviewed data, 2024*)

This parent's response reflects the awareness that an educated background provides insights into how a positive and resource-rich environment contributes to academic success. By setting up a dedicated space for studying, providing access to learning materials, and ensuring a quiet, distraction-free setting, educated parents feel more capable of supporting their children's educational needs.

Another parent expressed:

“I know the importance of education, so I always make sure to encourage my child to do well in school and provide them with the resources they need.” (*PR 6, interviewed data, 2024*)

This comment emphasizes that educated parents are more likely to encourage their children to value education and ensure that they have the tools and support required for success. These parents recognize that their involvement in setting expectations and providing educational resources, such as books, internet access, or learning materials, plays a vital role in shaping their child’s attitude and progress in school. The findings from this theme suggest that there is a strong link between the educational background of parents and their ability to facilitate positive academic development in their children.

Theme 5: Challenges Faced by Less Educated Parents

This theme highlights the difficulties encountered by parents with lower levels of education in supporting their children’s academic needs. While these parents generally have a strong desire to help their children succeed, many expressed feelings of inadequacy due to their own limited educational background. These challenges often result in frustration and a sense of helplessness, as they struggle to provide the necessary support for their child's academic progress.

Sub-Theme 1: Lack of Confidence in Supporting Academic Needs

A recurring theme in the responses of parents with lower educational backgrounds was their lack of confidence in their ability to assist their children with academic tasks. These parents often cited their own struggles with subjects like English or mathematics as barriers to helping their children with homework and schoolwork. They expressed a strong desire to help but acknowledged their limitations in certain academic areas.

One parent shared:

“I don’t know much about English or math, so I can’t help my child with their homework. I just hope the teacher will help them at school.” (*PR 10, interviewed data, 2024*)

This response reveals the reliance that some parents place on teachers to fill the gap in academic support. These parents feel that their lack of formal education prevents them from assisting with specific subjects, leading them to hope that their child will receive adequate support in the school environment.

Another respondent expressed similar concerns:

“Sometimes I feel bad because I want to do more for my child’s education, but I don’t have the skills to help them.” (*PR 11, interviewed data, 2024*)

This parent’s emotional response indicates the internal conflict felt by many less educated parents. While they possess a deep desire to be more involved in their child’s education, they are often held back by their own perceived deficiencies in academic knowledge. The lack of skills and understanding in certain subject areas contributes to feelings of guilt and inadequacy.

This theme highlights a key challenge in parental involvement in education: the disparity in knowledge and confidence between parents with higher and lower levels of education. Parents who are less educated may not have access to the same tools or resources to help with homework, engage in educational discussions, or provide additional learning support at home. The impact of this gap may be compounded by a lack of engagement with the school system, resulting in further challenges for children whose parents cannot provide this essential academic support.

These responses suggest that for parents with lower levels of education, the desire to help their children is clear, but their limited educational background presents significant barriers to being effective supporters of their children's academic success.

Theme 6: Role of Formal Education in Parent-Teacher Relationships

The role of formal education in shaping the nature of parent-teacher relationships was an important theme identified in the interviews. Parents with higher educational backgrounds were more likely to see formal education as a means to establish and maintain effective communication with teachers. These parents were proactive in building relationships with educators and recognized the value of collaboration to ensure their child's academic success. In contrast, parents with lower levels of education often found it difficult to engage with teachers or felt intimidated by the educational system, which affected their involvement in their child's academic progress.

Sub-Theme 1: Proactive Communication with Teachers

Many parents with higher educational backgrounds reported feeling confident in their ability to communicate with teachers and were more likely to initiate conversations about their child's academic performance. They recognized that their involvement and collaboration with teachers were crucial for supporting their child's success in school. These parents saw themselves as active partners in the educational process and emphasized the importance of staying informed and engaged.

One respondent shared:

“I always make it a point to talk to the teachers and ask how I can help my child improve. I think it's important to be involved in their education.” (*PR 12, interviewed data, 2024*)

This parent's response highlights the proactive role they take in fostering a strong relationship with teachers. They view their involvement as an essential part of their child's educational journey and are actively seeking ways to contribute to their child's academic growth. This behavior was typical among parents with higher education, who often felt equipped to navigate the educational system and engage in constructive dialogue with educators.

Sub-Theme 2: Reluctance or Inability to Communicate with Teachers

In contrast, parents with lower levels of education often expressed difficulty in communicating with teachers, which impacted their engagement in their child's academic development. Some parents reported feeling intimidated by the educational system or unsure about how to engage with teachers effectively. These parents sometimes struggled with understanding the language or concepts used by teachers, making it challenging to have productive conversations about their child's progress.

One parent noted:

“I don't feel comfortable talking to the teachers because I don't understand the things they are teaching. I just trust them to handle everything.” (*PR 13, interviewed data, 2024*)

This response illustrates the feelings of apprehension or helplessness experienced by parents who feel disconnected from the school system due to their lack of formal education. These parents may trust teachers to fulfill their role but are less likely to engage in active communication or ask for advice on how to support their child's academic development at home.

The discrepancy in parent-teacher relationships between parents with higher and lower educational backgrounds suggests a need for schools to foster inclusive communication strategies that can help bridge the gap for less educated parents. Schools could offer support in

the form of workshops or simplified explanations to ensure that all parents, regardless of their educational background, feel confident and capable of communicating with teachers and contributing to their child's academic success.

Discussion of Results on Research Question One: How do parents perceive the impact of their educational background on their child's academic progress at early childhood centres in Ablekuma West Municipality?

One prominent theme that emerged from the data was the awareness of educational influence. Parents with higher educational levels often expressed a clear understanding of the connection between their educational background and their ability to support their children's academic progress. This finding is consistent with previous research, which suggests that parents with higher education levels tend to have better knowledge of educational processes and are more likely to engage in their children's education (Epstein, 2018). Higher-educated parents often feel more confident in their ability to assist with homework and actively engage in their child's academic development (Jeynes, 2007). This sense of confidence enhances their perceived role in their child's academic success, as indicated by the responses in this study.

The data also reveal that parents with higher education have higher expectations for their children's academic achievements. They aspire for their children to exceed their own academic experiences. This finding mirrors research by Lareau (2003), who argued that parents with higher education are more likely to hold high educational aspirations for their children, believing that education is a tool for social mobility and economic improvement. In contrast, less-educated parents set more modest goals, often due to a lack of familiarity with the academic system and its complexities. This disparity in educational aspirations suggests that the educational background of parents plays a crucial role in shaping the goals they set for their children.

Another key theme that emerged was the level of parental involvement in children's academic progress. Higher-educated parents were more likely to be actively involved in their children's education, attending parent-teacher meetings and helping with homework. This supports the findings of Fan and Chen (2001), who concluded that parental education is positively correlated with higher levels of involvement in school activities. These parents not only provide support at home but also collaborate with teachers, fostering a partnership that can positively affect their child's academic outcomes. On the other hand, less-educated parents expressed feelings of inadequacy, often due to their own limited knowledge of academic content, which reduced their confidence in participating in their child's learning. This situation reflects the findings of Harris and Goodall (2008), who noted that parents with lower educational attainment may have difficulty engaging with their children's learning, which can affect the level of academic support they can provide.

Parents with higher educational backgrounds in this study also perceived significant benefits of their education on their ability to foster a conducive learning environment at home. They were more likely to understand the importance of creating a structured environment for their child's studies, as supported by research by Desforges and Abouchaar (2003), who emphasized that educated parents are more likely to understand the significance of a stimulating home environment for academic success. This aligns with the findings from this study, where parents with higher educational backgrounds felt more equipped to provide resources and support for their children's academic growth.

The study also highlighted the challenges faced by less-educated parents in supporting their children's academic progress. These parents often expressed a sense of frustration, as they lacked the educational tools to assist with homework or understand what was being taught at school. This finding is consistent with earlier studies by Hill and Tyson (2009), which showed that parents with lower educational levels tend to feel less capable of supporting their children

academically. This gap in support is often linked to the parents' lack of understanding of the curriculum and their limited ability to engage in educational activities that foster learning at home.

Finally, the study found that parents with higher educational backgrounds were more likely to establish strong relationships with teachers. These parents viewed communication with educators as vital to ensuring their child's academic success. This reflects research by Hoover-Dempsey and Sandler (1997), who found that parents who are more educated tend to have higher levels of communication with teachers, which positively impacts their children's school experiences. Less-educated parents, however, often felt intimidated or uncertain about how to engage with teachers, which can limit their involvement in their child's educational journey.

The findings of this study are consistent with a broad body of research that highlights the critical role parents' educational backgrounds play in shaping their perceptions and involvement in their child's academic development. Educated parents are more likely to engage with their children's education, set higher expectations, and foster a learning environment at home that supports academic success. Conversely, parents with lower educational backgrounds often face challenges in participating in their child's academic journey, which may affect their perceived ability to influence their child's progress. These insights underscore the importance of providing targeted support to less-educated parents to enhance their involvement in their children's learning and, by extension, their academic outcomes.

4.3 Research Question 2: In what ways do parents' educational levels influence their involvement in their children's daily academic activities?

The involvement of parents in their children's academic activities has been widely studied, with a particular focus on how parents' educational backgrounds influence the level and nature of their involvement. In this section, the interview responses revealed several important insights

into how the educational levels of parents shape their daily engagement with their children's learning.

Theme 1: Type of Academic Support

Parents with higher educational levels were more likely to offer frequent, structured, and effective academic support in their children's daily activities. These parents were often more confident in their ability to assist with homework, understand academic content, and provide guidance that aligned with what was being taught in school.

Sub-theme 1: Proactive Academic Assistance

Parents with higher educational backgrounds often reported offering daily or consistent academic support, including helping their children with homework and clarifying concepts that their children encountered in school. These parents felt more capable of explaining difficult concepts because they could draw on their own educational experiences and knowledge.

One parent shared:

"I help my child with their homework every day. I can explain concepts that I remember from school and help them understand things better." (*PR 1, interviewed data, 2024*)

This parent's response illustrates the proactive and structured involvement of those with higher educational levels. They are more likely to assist regularly, ensuring that their children not only complete their assignments but also understand the material, thereby reinforcing their learning at home. These parents seem to view their involvement as an important part of their child's education and are confident in their ability to provide meaningful support.

Sub-theme 2: Uncertainty and Limited Support Among Less Educated Parents

In contrast, parents with lower educational levels often expressed uncertainty or lack of confidence in helping their children with academic activities. These parents were less likely to

provide structured academic support, especially in subjects that require more specialized knowledge, such as mathematics, reading, or writing. They also tended to rely more heavily on the school and teachers for academic assistance.

One parent remarked:

"I try to help with homework, but sometimes I don't understand the questions. I just ask them to do their best and hope they get the help they need at school." (*PR 3, interviewed data, 2024*)

This response highlights the limitations felt by parents with lower educational levels when it comes to directly supporting their children's learning. These parents may be less confident in their ability to assist with the academic material their children are learning, especially when the content is unfamiliar or more advanced. As a result, they may offer less frequent or structured help and often depend on teachers to fill in the gaps.

This theme highlights the disparity in the type and frequency of parental involvement based on educational background. It suggests that parents with higher educational levels are more proactive, structured, and confident in providing academic support, whereas parents with lower educational levels may struggle with the academic material and, as a result, offer less consistent and less effective assistance.

Theme 2: Monitoring and Encouraging Daily Learning

Parental involvement extends beyond helping with homework—it also includes the regular monitoring and encouragement of daily learning activities. Parents with higher educational qualifications are more likely to take a structured approach to this, ensuring that their children stay on track with their academic tasks and reinforcing the importance of consistent study habits.

Sub-theme 1: Structured Daily Learning Support

Parents with higher educational backgrounds often recognize the importance of consistent daily reinforcement and structure in their children's learning process. These parents not only check their children's schoolwork but also help organize their time and tasks to ensure that they stay on top of their academic responsibilities. The emphasis is on creating a routine that incorporates daily academic activities, making learning a consistent part of the child's day-to-day life.

One parent shared:

"I make sure my child has enough time each day to study, and I help them organize their schoolwork so they stay on track." (*PR 6, interviewed data, 2024*)

This response underscores the proactive approach that higher-educated parents tend to take. They not only provide academic support but also help their children stay organized, which in turn fosters good study habits and effective time management skills. These parents understand that academic success is not just about completing assignments, but also about maintaining a structured approach to learning on a daily basis.

Sub-theme 2: Lack of Structure among Less Educated Parents

In contrast, parents with lower educational qualifications often feel less equipped to provide such structured support. They may not have the confidence or knowledge to set up effective study routines or to monitor their children's academic progress in a systematic way. These parents may check whether their children have homework but are less likely to create a consistent schedule or guide their children in organizing their tasks.

One parent explained:

"I don't know how to make a study plan, so I just ask them if they have homework and leave it to them to figure it out." (*PR 9, interviewed data, 2024*)

This illustrates the less structured approach that some parents with lower educational levels adopt. While these parents are still concerned about their children's academic success, they may lack the tools to actively guide or monitor their children's learning in a consistent and organized manner. Without a clear study plan, their children might not receive the same level of daily encouragement or reinforcement as those of higher-educated parents.

The findings from this theme suggest that structured involvement in daily learning activities is critical for fostering academic success. To address this gap in parental involvement, schools could offer guidance or workshops aimed at helping parents, especially those with lower educational levels, establish effective routines for their children's study and homework. Offering practical strategies for time management, organizing school tasks, and reinforcing learning at home could empower parents to become more active and confident in supporting their children's academic development.

Theme 3: Engagement with Educational Resources

The educational level of parents plays a crucial role in their ability to provide additional resources that support and enrich their children's academic development. Higher-educated parents are generally more resourceful in providing supplementary materials that can enhance their children's learning experience beyond the standard school curriculum. This theme explores how parents' access to and use of educational resources, including books, games, and internet-based learning tools, varies according to their own educational backgrounds.

Sub-theme 1: Access to and Use of Educational Resources

Parents with higher levels of education often recognize the importance of supplementary educational resources in enriching their children's learning experiences. These parents tend to have a broader range of materials at their disposal, such as educational games, books, and access to the internet, which they actively incorporate into their children's daily academic

routines. They understand that learning is not confined to the classroom and that additional resources can play a significant role in reinforcing concepts and fostering a love for learning.

One parent shared:

"I make sure my child has educational games and books at home to help them learn in a fun way. I also encourage them to use the internet for research." (*PR 2, interviewed data, 2024*)

This response highlights the proactive approach that higher-educated parents take in supplementing their children's learning with additional resources. By providing educational games and encouraging research on the internet, these parents aim to make learning enjoyable and interactive. They recognize that fostering curiosity and encouraging independent learning outside of school is essential for a child's academic success.

Sub-theme 2: Limited Access to Educational Resources Among Less-Educated Parents

In contrast, parents with lower educational qualifications often face barriers in providing supplementary educational materials for their children. These parents may lack the financial resources or knowledge of available materials to enhance their children's academic experience outside of the school setting. As a result, they may not have access to books, educational games, or internet resources, limiting their children's exposure to diverse learning opportunities.

One parent explained:

"I don't have many books or extra materials at home. We only have the school textbooks, and that's it." (*PR 8, interviewed data, 2024*)

This response illustrates the challenges faced by less-educated parents, who often struggle to provide additional learning materials beyond the basic school textbooks. Their limited access to resources, whether due to financial constraints or lack of awareness, may hinder their

children's academic growth by restricting opportunities for further learning and exploration. Without the variety of supplementary materials available to higher-educated parents, children may miss out on the chance to engage with different types of learning tools that could help reinforce and deepen their knowledge.

Theme 4: Communication with Teachers and School Staff

Communication between parents and school staff plays a critical role in supporting children's academic development. The data highlights significant differences in the way parents of varying educational levels engage with teachers and school staff.

Sub-theme 1: Proactive Engagement among Higher-Educated Parents

Parents with higher educational backgrounds tended to communicate regularly with teachers, actively seeking updates on their children's progress. They often attended parent-teacher meetings and maintained open lines of communication, which allowed them to address concerns and collaborate with teachers to support their children's learning.

One respondent stated:

"I attend all the parent-teacher meetings and make sure I talk to the teacher if there are any concerns. I think it's important to be informed about what's going on at school."
(PR 4, interviewed data, 2024)

This proactive approach reflects the confidence of higher-educated parents in navigating the educational system and underscores their belief in the importance of being involved in their children's academic journey. Their active participation allows them to better understand their child's needs and advocate for additional support when necessary.

Sub-theme 2: Limited Engagement among Less-Educated Parents

In contrast, parents with lower educational levels often exhibited less frequent or less effective communication with teachers and school staff. Many expressed feelings of intimidation or a lack of confidence in engaging with educators, which led to lower levels of involvement in school-related discussions.

One parent shared:

"I don't go to meetings much because I feel out of place. I don't always understand what the teacher says, so I just trust them to take care of everything." (PR 7, interviewed data, 2024)

This statement highlights the barriers that some parents face, including feelings of inadequacy or unfamiliarity with the educational environment. As a result, these parents may leave the responsibility for their child's academic success entirely in the hands of the school, which can limit opportunities for collaborative problem-solving.

Theme 5: Emotional and Motivational Support

Parents' involvement in their children's education extends beyond academic assistance to providing emotional and motivational support. This theme highlights how parents' educational levels influence their ability to foster their children's confidence, resilience, and enthusiasm for learning.

Sub-theme 1: Consistent Encouragement among Higher-Educated Parents

Parents with higher educational backgrounds were found to provide consistent emotional support and encouragement to their children. These parents often emphasized the importance of education and celebrated their children's efforts and achievements, creating a positive learning environment at home.

One parent shared:

"I always tell my child that education is the key to success. Even when they struggle, I remind them that mistakes are part of learning, and I'm proud of them for trying." (PR 5, interviewed data, 2024)

This response demonstrates how higher-educated parents encourage a growth mindset, teaching their children to view challenges as opportunities for improvement. By fostering resilience and a sense of self-worth, these parents help their children approach academic tasks with confidence and persistence.

Sub-theme 2: Limited Encouragement among Less-Educated Parents

In contrast, parents with lower educational levels often struggled to provide the same level of motivational support. While these parents expressed a desire for their children to succeed academically, they sometimes lacked the confidence or tools to effectively nurture their children's emotional well-being.

One respondent explained:

"I tell my child to work hard, but I don't know how to motivate them when they get discouraged. I just tell them to listen to their teacher." (PR 10, interviewed data, 2024)

This statement reveals that less-educated parents may rely more heavily on external sources, such as teachers, for motivational support. Without a strong foundation of encouragement at home, children might struggle to develop the intrinsic motivation necessary for academic success.

Sub-theme 3: Balancing Expectations and Emotional Support

Higher-educated parents were often better at balancing high expectations with emotional support, ensuring that their children felt motivated without feeling overwhelmed. They used

positive reinforcement to celebrate small wins and encouraged open communication about academic challenges.

One parent remarked:

"I set goals for my child, but I also make sure they know it's okay to ask for help or take a break when they're stressed. We talk about their feelings so they don't feel alone."
(PR 2, interviewed data, 2024)

This approach creates a nurturing environment that supports both academic achievement and emotional well-being, helping children manage stress and maintain a positive attitude toward learning.

Discussion of Results on Research Question Two: In what ways do parents' educational levels influence their involvement in their children's daily academic activities?

The findings from this study align with existing research on the relationship between parents' educational levels and their involvement in their children's academic activities. It is evident that parents with higher educational backgrounds are more likely to provide structured and consistent academic support, actively monitor their children's learning, and offer additional educational resources. This is consistent with research by Jeynes (2007), who found that educated parents tend to be more involved in their children's education and have a greater understanding of how to support academic achievement.

Higher-educated parents are also more likely to engage in regular communication with teachers, as they feel more confident in understanding the academic system and discussing their children's progress. This is consistent with the findings of Hoover-Dempsey and Sandler (1997), who suggested that parental education levels are strongly associated with the quality and frequency of communication with teachers.

On the other hand, parents with lower educational levels tend to feel less confident about their ability to help with homework, engage with teachers, and create a supportive learning environment at home. These parents may also face limitations in providing additional resources for their children's learning, as highlighted by the responses in this study. This aligns with the research of Hill and Tyson (2009), who emphasized that parents with lower education levels may struggle to offer the academic support their children need.

Overall, this study underscores the significant role that parents' educational levels play in shaping their involvement in their children's daily academic activities. Parents with higher educational backgrounds are more likely to offer structured, consistent, and resource-rich support, which can contribute to their children's academic success. Conversely, less-educated parents face challenges in providing the same level of involvement and support, which may hinder their children's academic progress. These findings suggest the importance of providing resources and support to less-educated parents to enhance their involvement in their children's learning and improve academic outcomes.

Research Question 3: How do parents with different educational backgrounds approach supporting their children's learning and development at early childhood centres?

To understand how parents with varying educational backgrounds approach supporting their children's learning and development, several distinct themes emerged from the interview data. These themes reflect how parents' own education levels influence their strategies, methods, and attitudes towards their children's education at early childhood centres. Below are the key themes generated from the responses of the parents:

Theme 1: Types of Support Provided at Home

Parents with varying educational levels demonstrate distinct approaches to supporting their children's education at home. The type of support offered ranges from structured academic

engagement to emotional and basic reinforcement, depending on the parents' educational background.

Sub-theme 1: Structured Academic Support

Parents with higher educational qualifications tend to take an active and structured role in their children's early learning. They prioritize creating a learning routine at home, engage in direct academic activities, and often extend their child's knowledge beyond what is taught in school. These parents understand the importance of early foundational skills, such as literacy and numeracy, and are proactive in nurturing them.

One parent shared:

“I spend time every day reading with my child and helping them with things like numbers and letters. I try to create a learning routine at home.” (*PR 4, interviewed data, 2024*)

This response illustrates a deliberate effort to provide consistent academic support. Such parents often supplement school activities with additional educational practices at home, fostering an enriched learning environment that encourages academic exploration and curiosity.

Sub-theme 2: Basic Reinforcement and Emotional Support

On the other hand, parents with less formal education tend to offer more basic support. Their approach often involves reinforcing what their children have learned in school, with less emphasis on introducing new concepts or creating structured routines. These parents may focus on encouraging their children emotionally, trusting the school to address academic needs.

One parent noted:

“I don’t know much, but I try to encourage my child to do their homework and learn what the teacher has said in class.” (PR 9, interviewed data, 2024)

This highlights the supportive but less formal approach taken by less-educated parents. While their efforts are earnest, these parents may feel limited in their ability to provide comprehensive academic guidance due to their own educational gaps.

Theme 2: Confidence in Supporting Learning

Parents with higher levels of education generally felt more confident in their ability to support their child’s learning. They had a stronger understanding of educational concepts and were more willing to engage in learning activities that required academic skills. One parent shared:

“I feel confident helping my child with math and reading. I know what they are being taught in school, so I can help them at home.” (PR 6, interviewed data, 2024)

Conversely, parents with lower education levels often expressed a lack of confidence in their ability to support their child’s academic development, especially when it came to more complex subjects. One respondent said:

“I feel like I can’t help my child with some of the subjects. I don’t know enough about the new things they are learning, like math.” (PR 2, interviewed data, 2024)

This theme indicates that confidence in supporting academic development is closely tied to the level of education parents have received.

Theme 3: Educational Approaches and Learning Styles

This theme explores how parents’ educational levels influence their awareness of, and ability to adapt to, their children’s unique learning styles and preferences. The data reveal varying

degrees of parental involvement in tailoring educational approaches to meet their children's needs.

Sub-theme 1: Awareness of Learning Styles

Parents with higher educational backgrounds often demonstrated a greater understanding of learning styles and the importance of adapting teaching methods to suit their children. They recognized that children learn in different ways, such as visual, auditory, or kinesthetic methods, and adjusted their support accordingly.

One respondent stated:

"I've noticed my child learns best with visuals, so I use diagrams and videos to explain concepts when they're struggling." (PR 3, interviewed data, 2024)

This adaptability fosters a supportive learning environment at home, allowing children to engage with materials in a way that suits their cognitive strengths.

In contrast, parents with lower educational levels often lacked awareness of learning styles, which limited their ability to provide tailored support. For instance:

"I just tell my child to read their book over and over until they understand. I don't know if there's another way to help them." (PR 8, interviewed data, 2024)

This statement reflects a reliance on traditional methods, which may not align with the child's optimal learning style, potentially causing frustration and hindering academic progress.

Sub-theme 2: Incorporation of Educational Resources

Higher-educated parents were more likely to incorporate diverse educational resources, such as technology, games, and supplementary books, into their children's learning. These resources cater to various learning styles and make studying more interactive and engaging.

One parent shared:

"We use educational apps and online videos to supplement what my child learns in school. It makes learning more fun and easier to understand." (PR 7, interviewed data, 2024)

On the other hand, parents with less education often relied solely on the materials provided by the school, which might not fully address their child's needs.

"I just help with their homework using the textbook. I don't know about other learning tools." (PR 12, interviewed data, 2024)

The limited use of diverse educational resources can reduce opportunities for children to explore different learning modalities and improve comprehension.

Sub-theme 3: Parental Involvement in Problem-Solving

Parents with higher education tended to actively engage in problem-solving when their children struggled with academic concepts. They encouraged critical thinking and often guided their children through step-by-step solutions.

One respondent explained:

"If my child doesn't understand a math problem, I try to break it down into smaller parts and explain it differently until they get it." (PR 1, interviewed data, 2024)

Conversely, less-educated parents were more likely to direct their children to seek help from teachers without attempting alternative explanations at home.

"If my child doesn't understand, I tell them to ask their teacher because I don't know how to help." (PR 11, interviewed data, 2024)

The responses highlight the significant impact of parents' educational levels on their involvement in their children's learning. Parents with higher education are more aware of

learning styles, utilize diverse resources, and engage in problem-solving, fostering a tailored and supportive learning environment. Their adaptability helps children learn in ways that align with their cognitive strengths, enhancing academic progress. In contrast, less-educated parents often rely on traditional methods, such as repetitive reading or seeking teacher intervention, which may not fully address their children's individual learning needs. This suggests that improving parents' awareness of learning styles and providing them with resources could help bridge the gap, ensuring that all children receive the support they need to thrive academically.

Theme 4: Encouragement of Independent Learning

This theme delves into how parental educational levels influence their capacity to foster independent learning habits in their children. Independent learning, defined as a child's ability to take initiative, self-regulate, and engage with educational tasks without constant supervision, is a critical skill for academic and lifelong success.

Sub-theme 1: Promoting Autonomy in Learning

Parents with higher educational backgrounds often emphasized the importance of autonomy, providing their children with the tools and guidance to learn independently. These parents commonly encouraged self-initiative, such as setting personal study goals and exploring resources beyond the classroom.

One parent shared:

"I teach my child to plan their study schedule and find answers to questions online or in books before asking for help." (PR 4, interviewed data, 2024)

This approach not only develops problem-solving skills but also instills confidence in the child's ability to handle academic challenges.

In contrast, less-educated parents tended to adopt a directive approach, closely monitoring their children's study habits and providing immediate assistance. While well-intentioned, this can limit opportunities for the child to develop independent problem-solving skills.

"I sit with my child every evening to make sure they do their homework correctly." (PR 9, interviewed data, 2024)

Though this demonstrates dedication, it may unintentionally foster dependency on parental support.

Sub-theme 2: Encouraging Exploration and Curiosity

Parents with more education frequently encouraged exploratory learning, urging their children to ask questions and seek out answers through independent research. This included using libraries, educational websites, or even participating in extracurricular activities that stimulate curiosity.

"I always tell my child to ask questions and find the answers in books or online. It helps them learn on their own." (PR 2, interviewed data, 2024)

On the other hand, parents with less educational attainment often focused on completing prescribed schoolwork rather than fostering curiosity or exploration.

"I tell my child to finish their assignments first and not waste time on other things." (PR 13, interviewed data, 2024)

This narrower focus might limit the child's exposure to broader learning opportunities and reduce intrinsic motivation to learn.

Sub-theme 3: Use of Technology in Independent Learning

Highly educated parents were more likely to introduce their children to educational technologies, such as learning apps, online courses, and interactive platforms, to facilitate self-paced learning.

"My child uses apps like Duolingo and Khan Academy to learn subjects they find interesting, even outside school." (PR 1, interviewed data, 2024)

In contrast, less-educated parents often lacked awareness of or access to such resources, relying instead on traditional methods of instruction.

"I don't know about those apps. We just use their textbooks and what the teacher gives them." (PR 10, interviewed data, 2024)

This digital divide highlights the need for equitable access to technology to support independent learning across diverse socio-economic groups.

Sub-theme 4: Building Self-Discipline

Encouraging self-discipline emerged as a common thread among all parents, though methods varied based on educational level. Highly educated parents often used positive reinforcement and structured routines to instill self-discipline.

"I reward my child when they stick to their study plan and finish their tasks on time." (PR 5, interviewed data, 2024)

Less-educated parents, while equally committed, often relied on more authoritarian approaches, such as strict monitoring and punitive measures, to ensure task completion.

"I make sure they do their homework before anything else, even if I have to take away their TV time." (PR 8, interviewed data, 2024)

The responses reveal differing approaches to fostering self-discipline, influenced by parental education levels. Highly educated parents use positive reinforcement and structured routines, promoting intrinsic motivation and long-term self-regulation in their children. This method encourages autonomy and builds a sense of responsibility, critical for independent learning and academic success.

Theme 5: Perceived Impact of Parental Education on Child's Development

This theme explores how parents perceive their educational background as influencing their child's academic, social, and emotional development. The data reflect varying levels of self-awareness regarding the role of parental education in shaping children's outcomes.

Sub-theme 1: Academic Support and Guidance

Highly educated parents often felt more confident in their ability to provide academic support, attributing their own education to enhanced problem-solving and teaching capabilities.

"I think my education helps me explain complex topics to my child. It gives me the tools to guide them better." (PR 6, interviewed data, 2024)

In contrast, less-educated parents expressed feelings of inadequacy or dependence on external sources, such as teachers or tutors, to fill the gap.

"Sometimes, I don't understand their schoolwork, so I leave it for the teacher to explain." (PR 12, interviewed data, 2024)

This reliance may limit the depth of academic interaction at home, potentially affecting the child's comprehension and confidence.

Sub-theme 2: Social and Emotional Development

Parents with higher education levels often emphasized the importance of holistic development, including emotional intelligence and communication skills. They fostered open dialogues and modeled constructive problem-solving behavior.

"I encourage my child to talk about their feelings and teach them how to handle conflicts calmly." (PR 2, interviewed data, 2024)

Less-educated parents, while equally nurturing, tended to focus on discipline and immediate behavior management, with less emphasis on emotional articulation.

"I teach my child to be respectful and obedient. That's what matters most." (PR 9, interviewed data, 2024)

Sub-theme 3: Career Aspirations and Goal Setting

Highly educated parents often inspired their children by sharing their own academic and career journeys, setting high expectations and encouraging ambition.

"I tell my child about my experiences in college and the opportunities education provides." (PR 4, interviewed data, 2024)

In contrast, less-educated parents encouraged their children to aim higher than they had, often focusing on practical outcomes like securing stable jobs.

"I tell my child to study hard so they don't struggle like me." (PR 11, interviewed data, 2024)

Parental education influences not only the resources and strategies used to support children but also the aspirations and emotional frameworks they instill. While less-educated parents demonstrate dedication, they may benefit from programs that equip them with additional tools

and knowledge to enhance their children's development across academic and socio-emotional domains.

Theme 6: Role of School Communication

This theme examines the role of school communication in shaping parental involvement and the overall educational experience. Effective communication between schools and parents can significantly influence students' academic performance, social development, and emotional well-being. The data reveal varying levels of satisfaction and engagement regarding school communication, particularly based on parents' educational backgrounds.

Sub-theme 1: Frequency and Quality of Communication

Parents with higher educational backgrounds generally reported more positive experiences with school communication. They valued regular updates on their child's progress, behavior, and any areas requiring attention.

"I receive regular emails and attend parent-teacher meetings. It keeps me informed, and I feel involved in my child's education." (PR 3, interviewed data, 2024)

In contrast, less-educated parents often reported limited communication, either due to infrequent updates or a lack of understanding about how to engage effectively with school staff.

"I don't hear much from the school unless there's a problem. I only know what's going on when I ask the teacher directly." (PR 10, interviewed data, 2024)

This discrepancy in communication practices could affect how parents perceive their role in their child's education and their ability to intervene effectively when necessary.

Sub-theme 2: Parental Involvement in School Activities

Highly educated parents were more likely to engage in school activities and events, such as parent-teacher meetings, school fairs, and volunteer opportunities. They viewed these interactions as essential for fostering a strong relationship with the school and supporting their child's education.

"I attend parent-teacher meetings regularly to discuss my child's progress and to meet with other parents." (PR 2, interviewed data, 2024)

Less-educated parents, however, often felt less equipped to engage in such activities, sometimes due to work commitments, language barriers, or a lack of understanding about the importance of involvement.

"I don't have time to attend meetings because of work, and sometimes, I feel out of place when I go." (PR 6, interviewed data, 2024)

This lack of involvement can limit opportunities for parents to gain deeper insights into their child's academic environment and could lead to feelings of disconnection from the school community.

Sub-theme 3: Clarity of Communication

Parents with higher education were often able to better understand the information shared by schools, including academic reports, feedback, and expectations. They also felt more comfortable seeking clarification when necessary.

"I can easily understand the school's feedback and reports. If anything is unclear, I just ask the teacher." (PR 1, interviewed data, 2024)

On the other hand, less-educated parents sometimes struggled with interpreting the information provided by the school. This was often due to technical language, unfamiliar educational jargon, or the format of communication.

"Sometimes, the reports are too complicated for me to understand. I just hope the teacher explains it better when I ask." (PR 8, interviewed data, 2024)

This lack of clarity in communication may result in gaps in understanding the child's needs, academic performance, or school expectations.

Sub-theme 4: Support from Teachers

Highly educated parents often described feeling supported by teachers, particularly in terms of receiving guidance on how to support their children's learning at home. They appreciated when teachers provided specific suggestions for improvement or additional resources.

"My child's teacher gives me helpful tips on how I can help with math at home. It makes a big difference." (PR 7, interviewed data, 2024)

In contrast, less-educated parents expressed frustration when they felt teachers were not proactive in offering support or when they were unsure how to help their children academically.

"The teacher only tells me when there's a problem. I don't always know how to help at home." (PR 12, interviewed data, 2024)

These differences highlight the importance of ensuring that all parents receive clear, actionable information and support from schools to engage more effectively in their child's learning.

The effectiveness of school communication plays a critical role in fostering parental involvement and support for students. While highly educated parents generally benefit from clearer, more consistent communication, less-educated parents may require additional assistance in understanding school messages and engaging with the educational process.

Schools should consider strategies such as offering accessible communication channels, simplifying educational jargon, and providing resources for parents to better support their children's learning. This would help bridge the gap and ensure all parents are equipped to play an active role in their child's education.

Discussion of Results for Research Question 3: How do parents with different educational backgrounds approach supporting their children's learning and development at early childhood centres?

The results of this research suggest that the level of education a parent has significantly influences how they approach supporting their child's learning and development at early childhood centres. Parents with higher levels of education are more likely to provide structured academic support, encourage independent learning, and actively engage with teachers. Their education enables them to adopt more formal and resource-rich approaches to learning, and they tend to feel more confident in their ability to support their child's academic progress.

In contrast, parents with lower levels of education often focus on more basic, informal forms of support, relying on day-to-day interactions and personal encouragement. They may feel less confident in their ability to guide their child's learning, especially in more complex academic areas. This finding aligns with existing literature, which suggests that the educational background of parents is a key determinant of the level and type of support they provide to their children (Fan & Chen, 2001; Jeynes, 2007).

The research also highlights a disparity in the ways that parents from different educational backgrounds approach their children's academic development. Educated parents tend to foster independent learning and provide a more structured environment, while less-educated parents may focus more on providing direct assistance. Additionally, educated parents are more likely to engage in communication with teachers and take an active role in the school community,

while less-educated parents may feel disconnected or unsure of how to navigate the educational system.

These findings underscore the importance of considering the educational background of parents when designing interventions or support systems aimed at enhancing parental involvement in early childhood education. It also highlights the need for providing additional support to less-educated parents to help them feel more confident and equipped to support their children's learning.

Research Question 4: What challenges do parents with different levels of education face when helping their children with academic activities?

In exploring the challenges parents with varying educational backgrounds face when engaging with their children's academic activities, several key obstacles emerged. These challenges were influenced by the parents' own educational levels, which shaped their understanding of academic expectations, their ability to assist with schoolwork, and their confidence in engaging with teachers and school activities. The data from the interviews revealed several themes related to these challenges, which are discussed below.

Theme 1: Lack of Educational Resources at Home

Access to educational resources plays a critical role in shaping the learning experiences of children, particularly in early childhood. This theme explores how parents' educational backgrounds impact the availability and use of learning materials at home, revealing disparities between parents with varying levels of education.

Sub-Theme 1: Limited Resources for Lower-Educated Parents

Parents with lower educational backgrounds often face significant challenges in providing adequate learning materials for their children. Limited access to resources such as books,

educational games, and technology creates barriers to fostering a supportive learning environment. Many of these parents rely solely on materials provided by the school, which they feel are insufficient for reinforcing learning at home.

One parent expressed:

“We don’t have many educational books or resources at home. I can only teach my child with what they bring from school, but sometimes it’s not enough.” (*PR 13, interviewed data, 2024*)

This response highlights the dependence on school-provided materials and the challenges these parents face in creating an enriched learning environment.

Sub-Theme 2: Resource Gaps in Low-Income Communities

Even among parents with higher educational levels, resource constraints were mentioned, particularly in low-income communities. These parents, while more likely to prioritize educational investments, still encountered difficulties in accessing a variety of quality learning materials to fully support their children’s academic growth.

One parent with a higher education level noted:

“While I have some books at home, I often feel like there could be more variety. Sometimes, there’s not enough material to fully support my child’s learning at home.” (*PR 11, interviewed data, 2024*)

This statement reflects that, while more educated parents may recognize the value of diverse resources, external limitations such as financial constraints or lack of access to quality materials can still hinder their efforts.

Theme 2: Limited Understanding of Curriculum and Educational Requirements

Parents' ability to engage with their children's education is often influenced by their understanding of the curriculum and academic expectations. This theme explores how educational background impacts parents' awareness and ability to support their children academically, highlighting disparities and common challenges.

Sub-Theme 1: Challenges Faced by Lower-Educated Parents

Parents with lower levels of education frequently struggle to comprehend the academic content taught in schools. This limited understanding affects their ability to provide meaningful support, particularly with homework and other academic tasks. These parents often feel disconnected from the curriculum and rely heavily on teachers to guide their children's learning.

One parent reflected:

“I don't really understand what they are learning. Sometimes, I can't even help them with homework because I don't know what the teachers are expecting.” (PR 2, interviewed data, 2024)

This response illustrates the sense of inadequacy and reliance on the school system, which can limit active parental involvement in their child's education.

Sub-Theme 2: Evolving Educational Requirements

Parents with higher educational levels generally have a stronger foundational understanding of the curriculum, enabling them to assist their children more effectively. However, changes in teaching methods and curriculum content can still pose challenges, even for these parents. For instance, modern pedagogical approaches and updated syllabi often differ from what these parents experienced during their own schooling.

One parent with a higher education level noted:

“Even though I understand the basics, sometimes the way things are being taught has changed. It’s difficult to help when I don’t fully understand the methods being used in school.” *(PR 5, interviewed data, 2024)*

This comment highlights that, while educational background provides an advantage, the dynamic nature of curriculum development requires parents to continually adapt.

Theme 3: Time Constraints and Work Demands

Balancing work and family responsibilities emerged as a key challenge influencing parental involvement in their children’s academic activities. This theme highlights how time constraints, driven by work demands, affect parents' ability to engage with their children’s education, with variations based on educational background.

Sub-Theme 1: Work Demands as a Barrier to Academic Support

Parents with lower educational levels often work in labor-intensive or time-demanding jobs, leaving them with little flexibility or energy to engage in their children's academic activities. These parents frequently rely on schools to address educational needs, as their work schedules limit their direct involvement at home.

One parent described their challenge:

“I work long hours, and by the time I get home, I’m too tired to help my child with schoolwork. I just encourage them to do their best on their own.” *(PR 1, interviewed data, 2024)*

This response highlights the emotional and practical barriers created by work-related fatigue and lack of time.

Sub-Theme 2: Structured Time Management among Educated Parents

Parents with higher educational levels, while also affected by work demands, often employ strategies to manage their time more effectively. They prioritize their children's academic needs by incorporating structured routines, such as designated study times, into their daily schedules. However, even these efforts can be inconsistent due to competing demands.

As one parent shared:

“I try to balance work and supporting my child, but it's tough. Sometimes, I schedule specific times to sit down and help them with schoolwork, but it doesn't always happen as planned.” (*PR 6, interviewed data, 2024*)

This approach demonstrates a greater awareness of the need for academic support, but the challenges of maintaining consistency remain.

Theme 4: Lack of Confidence in Supporting Learning

Parental confidence in supporting their children's academic activities emerged as a significant factor influencing involvement in early education. The level of confidence varied based on parents' educational backgrounds, with less-educated parents often feeling ill-equipped and more-educated parents occasionally overwhelmed by the complexity of schoolwork.

Sub-Theme 1: Low Confidence among Less-Educated Parents

Parents with lower educational levels frequently reported feelings of inadequacy when it came to assisting their children with academic tasks. This lack of confidence stemmed from limited familiarity with the curriculum and academic expectations, often leading to a sense of helplessness.

One parent shared:

“I feel like I’m not qualified to help with my child’s education. Sometimes I feel like I’m not doing enough to help them.” (PR 9, interviewed data, 2024)

These feelings of inadequacy often result in lower levels of involvement in academic activities, as parents are hesitant to engage in tasks they perceive as beyond their abilities.

Sub-Theme 2: Challenges for Educated Parents

Parents with higher levels of education generally expressed greater confidence in their ability to support their children. However, even they faced challenges when academic demands increased or when teaching methods differed from their own learning experiences.

One parent explained:

“I feel confident most of the time, but as the work gets harder, I sometimes feel inadequate. I don’t want my child to feel unsupported, but it’s hard when I can’t help with everything.” (PR 4, interviewed data, 2024)

This highlights that while confidence levels may start higher among educated parents, the evolving nature of education can create moments of self-doubt.

Theme 5: Limited Communication with Teachers

Communication between parents and teachers plays a vital role in fostering a supportive learning environment for children. However, challenges related to parental communication vary depending on educational background, with less-educated parents facing more significant barriers.

Sub-Theme 1: Discomfort among Less-Educated Parents

Parents with lower levels of education frequently expressed discomfort in initiating communication with teachers. This often stemmed from a fear of judgment, a perceived lack of knowledge, or uncertainty about what to discuss.

One parent shared:

“I don’t feel comfortable talking to the teachers. I don’t know what questions to ask, and I feel like they might think I don’t understand the schoolwork.” (*PR 8, interviewed data, 2024*)

Such feelings of intimidation often result in minimal engagement, which can hinder the ability of teachers to address specific concerns or offer targeted support for the child.

Sub-Theme 2: Barriers for More-Educated Parents

While parents with higher education levels were generally more confident and proactive in communicating with teachers, they faced practical challenges, such as time constraints and limited teacher availability.

One parent remarked:

“I try to stay in touch with the teachers, but it’s not always easy to find time for meetings, and they’re not always available to answer my questions.” (*PR 10, interviewed data, 2024*)

These challenges highlight that even parents with greater confidence and knowledge can struggle to maintain effective communication with educators.

Theme 6: Socioeconomic Barriers

Socioeconomic factors emerged as a common challenge for parents, irrespective of their educational backgrounds. Both low and high-education parents identified financial constraints as barriers to fully supporting their children's academic activities, though the extent and impact of these challenges varied.

Sub-Theme 1: Financial Constraints among Low-Education Parents

Parents with lower levels of education often reported financial difficulties as a significant hindrance. Limited income restricted their ability to purchase educational resources, enroll their children in extracurricular activities, or provide additional academic support.

One parent shared:

“I wish I could buy more books or enroll my child in extra classes, but it's hard to afford it with my current income.” (*PR 11, interviewed data, 2024*)

These financial limitations not only affected access to resources but also created a sense of helplessness and worry about their child's ability to compete academically.

Sub-Theme 2: Rising Costs Concern Higher-Education Parents

While parents with higher education levels generally had more financial stability, they too expressed concerns about the increasing costs of education. Expenses for quality learning materials, extracurricular programs, and private tutoring created additional pressure.

One parent explained:

“While I can afford some things, it's still difficult with all the expenses. Education isn't cheap, and I sometimes worry if I'm doing enough.” (*PR 6, interviewed data, 2024*)

This highlights that even families with relatively higher socioeconomic status face financial stress, albeit to a lesser degree.

Discussion of Results for Research Question 4: What challenges do parents with different levels of education face when helping their children with academic activities?

One of the most prominent challenges faced by parents, particularly those with lower educational backgrounds, is the lack of educational resources at home. Parents with lower educational levels often report limited access to books, learning materials, or educational technologies that could support their children's academic progress (Henderson & Mapp, 2002). This is consistent with the findings in the current study, where parents expressed concerns about the absence of educational resources in their homes, which impacted their ability to help their children with schoolwork. For instance, one parent noted, "We don't have many educational books or resources at home. I can only teach my child with what they bring from school, but sometimes it's not enough."

Research has shown that parental involvement, particularly through the provision of resources, is crucial for enhancing children's academic achievement (Epstein, 2001). Parents who can invest in educational materials, whether through purchasing books or providing access to digital tools, tend to be more effective in supporting their children's learning (Jeynes, 2007). The lack of resources can lead to a gap in educational opportunities, which may disproportionately affect children from lower socio-economic backgrounds, reinforcing the need for interventions that make resources more accessible.

Another key challenge identified in the study is the limited understanding of the curriculum, especially among parents with lower educational backgrounds. This aligns with previous research that highlights how parents who have not been exposed to the modern educational system or the current curriculum often struggle to support their children's learning (Fan &

Chen, 2001). Many parents expressed difficulty understanding the academic content their children were engaging with, particularly when it came to helping with homework or academic tasks that required specialized knowledge.

For example, one parent stated, “I don’t really understand what they are learning. Sometimes, I can’t even help them with homework because I don’t know what the teachers are expecting.” This lack of understanding can create a barrier to effective parental involvement, as parents may feel inadequate or unsure of how best to assist their children (Hill & Tyson, 2009). It is not just parents with low educational levels who face this challenge; even more educated parents have reported difficulties in keeping up with the evolving curriculum and new teaching methods (Desforges & Abouchaar, 2003). This suggests that the challenge is systemic, impacting parents from all educational backgrounds, but especially those who do not have the academic knowledge or resources to understand and navigate the current educational framework.

Time constraints due to work obligations were another challenge faced by both less-educated and more-educated parents in engaging with their children’s academic activities. The study found that many parents, particularly those with lower educational backgrounds, had demanding work schedules that made it difficult for them to dedicate time to their children’s education. One parent shared, “I work long hours, and by the time I get home, I’m too tired to help my child with schoolwork. I just encourage them to do their best on their own.”

Research supports these findings, suggesting that working parents, particularly those in lower-income households, often struggle to find time to engage with their children's education (Dearing, McCartney, & Taylor, 2006). This issue is exacerbated for parents with lower levels of education, who may not have the flexibility in their work schedules to prioritize academic involvement. However, even parents with higher levels of education face similar challenges.

Studies show that while these parents may have more resources and a better understanding of the curriculum, they also report significant time constraints due to professional responsibilities (Hoover-Dempsey et al., 2005).

The implications of these findings are significant, as the lack of time and energy to support children academically can undermine parents' efforts to enhance their children's learning outcomes. For both groups, finding a balance between work and parental engagement is a critical challenge that requires systemic solutions, such as flexible work policies or community-based support structures.

A lack of confidence in supporting their children's learning is another challenge identified in the study, particularly among parents with lower educational backgrounds. This is consistent with research by McWayne et al. (2016), which found that parents who feel inadequate in their own educational abilities are less likely to engage in activities that promote academic success for their children. One parent expressed, "I feel like I'm not qualified to help with my child's education. Sometimes I feel like I'm not doing enough to help them."

The lack of self-efficacy in supporting children's learning can lead to disengagement or the avoidance of academic activities altogether. This issue is particularly pronounced among parents who did not complete their formal education or have limited academic knowledge, as they may feel that their involvement would not make a difference (Grolnick & Slowiaczek, 1994). Even more educated parents may sometimes experience a decline in confidence as their children encounter more complex academic tasks that exceed the parents' own knowledge base (Hoover-Dempsey & Sandler, 1997). This lack of confidence, regardless of educational background, can result in parents withdrawing from or not fully engaging in their children's academic development, which can negatively impact the child's academic success.

The study also revealed that many parents, particularly those with lower educational backgrounds, face challenges in effectively communicating with teachers. These parents often feel uncomfortable engaging with educators, either because they do not understand the language used in academic settings or because they feel that their educational background makes them ill-equipped to participate in such discussions (Mapp, 2003). One parent remarked, "I don't feel comfortable talking to the teachers. I don't know what questions to ask, and I feel like they might think I don't understand the schoolwork."

Effective communication between parents and teachers is essential for fostering a supportive learning environment for children. Parents who can communicate with teachers are better able to stay informed about their children's progress and address any academic or behavioral issues (Walker et al., 2011). However, parents who lack confidence or feel marginalized in educational settings may find it challenging to initiate and maintain communication with teachers. This barrier is often more significant for parents with lower educational levels, who may lack the vocabulary or knowledge to navigate parent-teacher interactions effectively.

Finally, socioeconomic barriers are another significant challenge identified in the study. Parents, particularly those with lower educational backgrounds, often face financial difficulties that prevent them from fully supporting their children's education. This may include not being able to afford books, school supplies, extracurricular activities, or even extra tuition. As one parent stated, "I wish I could buy more books or enroll my child in extra classes, but it's hard to afford it with my current income."

Socioeconomic status plays a significant role in parental involvement, with children from lower-income families often having fewer academic opportunities due to limited financial resources (Dearing et al., 2006). Even parents with higher educational backgrounds are not immune to the pressures of financial constraints, particularly in environments where the costs

of education continue to rise. Thus, socioeconomic challenges affect parents at all educational levels, though they are more pronounced for those with lower educational attainment.



CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.0 Overview

This chapter provides a summary of the key findings from the study, draws conclusions based on the findings, and offers recommendations to address the role of parents' educational backgrounds in the academic activities of learners at early childhood centres in the Ablekuma West Municipality.

5.1 Summary of the Study

The primary aim of this study was to explore how parents' educational backgrounds influence their involvement in the academic activities of their children at early childhood centres in the Ablekuma West Municipality. To achieve this aim, four research questions were formulated:

1. How do parents perceive the impact of their educational background on their child's academic progress at early childhood centres in the Ablekuma West Municipality?
2. In what ways do parents' educational levels influence their involvement in their children's daily academic activities?
3. How do parents with different educational backgrounds approach supporting their children's learning and development at early childhood centres?
4. What challenges do parents with different educational backgrounds face in engaging with their children's academic activities?

To answer these research questions, a phenomenological research approach was employed. The study involved thirteen (13) parents selected through a convenience sampling technique. This method ensured that key figures from diverse educational backgrounds were included in the study, offering a broad understanding of the different perspectives. Semi-structured interviews were used as the primary data collection tool, enabling participants to share their experiences and insights in a flexible yet structured manner. The data collected from the interviews were

analyzed thematically, identifying common patterns and themes related to the research questions.

5.2 Key Findings

The following key findings emerged from the study:

Research Question 1: How do parents perceive the impact of their educational background on their child's academic progress at early childhood centres in the Ablekuma West Municipality?

The study found that parents with higher educational backgrounds perceived their involvement as more impactful in their children's academic progress. They tended to offer more structured support, such as assisting with homework, setting academic goals, and fostering a positive learning environment at home. On the other hand, parents with lower educational backgrounds expressed challenges in understanding the curriculum and providing academic support, although they were still committed to their children's success.

Research Question 2: In what ways do parents' educational levels influence their involvement in their children's daily academic activities?

The study revealed that parents with higher levels of education were more likely to engage in regular academic activities with their children, such as reading together, discussing school projects, and attending parent-teacher meetings. They also had greater access to resources (books, educational tools, etc.) to support learning. Conversely, parents with lower educational backgrounds faced challenges in participating actively in their children's academic lives, often due to a lack of confidence in their academic knowledge or time constraints.

Research Question 3: How do parents with different educational backgrounds approach supporting their children's learning and development at early childhood centres?

Parents with higher educational backgrounds often approached their children's learning in a more systematic manner, such as encouraging educational play, enrolling their children in extracurricular activities, and having open discussions about academic expectations. In contrast, parents with lower educational levels often focused on the importance of discipline, regular school attendance, and basic support, without engaging as much in structured academic activities outside of school.

Research Question 4: What challenges do parents with different levels of education face when helping their children with academic activities?

The study highlighted several challenges faced by parents with lower educational backgrounds, including limited knowledge of the educational system, difficulty in assisting with schoolwork, and a lack of time due to work commitments. Parents with higher educational backgrounds, while more involved, still faced challenges such as balancing work and family responsibilities and managing the pressure of academic expectations.

5.3 Conclusion

The findings of this study clearly indicate that parents' educational backgrounds have a significant influence on their involvement in their children's academic activities at early childhood centres in the Ablekuma West Municipality. The analysis of the research questions provides valuable insights into how parents' education levels shape their perceptions, engagement, and ability to support their children's learning.

Research Question 1: How do parents perceive the impact of their educational background on their child's academic progress at early childhood centres in the Ablekuma West Municipality?

Parents with higher educational backgrounds generally perceive their involvement as having a more direct and positive impact on their children's academic progress. They recognize the value of structured academic support, such as helping with homework, discussing educational goals, and creating a conducive home environment for learning. In contrast, parents with lower educational backgrounds perceive their ability to support their children's academic success as limited. However, despite this, they remain committed to their children's education, even if they struggle with understanding the curriculum or assisting with academic work.

Research Question 2: In what ways do parents' educational levels influence their involvement in their children's daily academic activities?

Parents with higher educational levels are more likely to actively engage in their children's daily academic activities, including reading together, attending parent-teacher meetings, and discussing school projects. They tend to have greater access to educational resources and are more knowledgeable about how to use them effectively to support their children's learning. On the other hand, parents with lower educational levels face several barriers to active engagement. These include a lack of confidence in their ability to help with schoolwork, as well as time constraints due to work commitments. Consequently, their involvement is often less consistent or structured.

Research Question 3: How do parents with different educational backgrounds approach supporting their children's learning and development at early childhood centres?

Parents with higher educational backgrounds tend to approach their children's learning in a more proactive and systematic way. They encourage educational play, seek out extracurricular

opportunities for their children, and have ongoing conversations about academic goals and expectations. These parents also feel more comfortable engaging with teachers and the broader educational system. In contrast, parents with lower educational backgrounds often focus on ensuring that their children attend school regularly and behave well, but they are less likely to actively engage in structured learning activities outside of school. Their approach is often shaped by a desire to instill discipline and responsibility rather than focusing on enhancing academic skills directly.

Research Question 4: What challenges do parents with different levels of education face when helping their children with academic activities?

Parents with lower educational backgrounds face a range of challenges in engaging with their children's academic activities. These challenges include limited understanding of the curriculum, difficulty assisting with schoolwork, and a lack of time due to work commitments. Their ability to provide additional academic support outside of school is often hindered by these factors. On the other hand, parents with higher educational backgrounds also face challenges, though they are generally better equipped to handle them. These challenges include balancing work and family life, managing academic expectations, and dealing with the pressures associated with their children's education. Despite these challenges, parents with higher educational levels are more likely to seek out resources and engage with the school system in a way that supports their children's academic progress.

5.4 Recommendations

Based on the findings of this study, the following four key recommendations are made to the Ablekuma West Municipal Directorate of Education to improve parental involvement in children's academic activities, particularly considering the role of parents' educational backgrounds.

The first recommendation is for the Directorate to develop and implement targeted educational support programs for parents, especially those with lower educational backgrounds. These programs should aim to help parents understand the academic expectations of early childhood education. It is essential that these programs provide workshops and training sessions on how parents can assist with schoolwork, understand the curriculum, and create a more supportive home environment for their children's learning. This would address the issue revealed in the study where parents with lower educational backgrounds expressed challenges in supporting their children academically. By empowering parents through these support programs, they would be better equipped to contribute positively to their children's academic development.

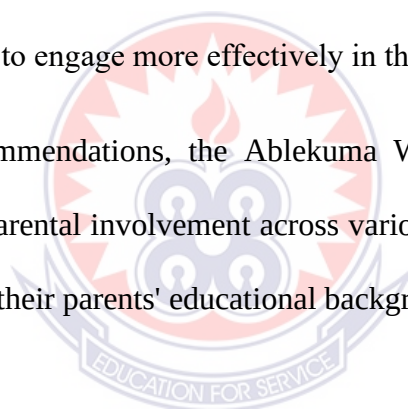
The second recommendation is that the Directorate ensures regular and meaningful communication between teachers and parents, with particular focus on those who have lower educational backgrounds. This communication could take the form of regular parent-teacher meetings, home visits, or digital communication platforms such as mobile apps or social media to update parents on their children's progress and school activities. Regular communication with teachers will help bridge the gap for parents who may feel disconnected from the educational system. The study found that parents with higher educational backgrounds were more actively involved because they had better access to information. Therefore, by fostering regular communication, the Directorate can support all parents in being more engaged with their children's education.

The third recommendation is for the Directorate to create and make accessible a variety of learning resources for parents. This would involve providing low-cost educational materials and creating parent-friendly resources that offer guidance on how to engage with their children's learning at home. These resources could include printable worksheets, educational apps, and books designed for parents to use in collaboration with their children. The study showed that parents with higher educational backgrounds had greater access to these resources,

which enhanced their involvement in their children's education. By making these resources available to all parents, the Directorate can help level the playing field and ensure that every child has access to the support they need at home.

Finally, the Directorate should strengthen community support systems for parents by collaborating with local community organizations, leaders, and non-governmental organizations (NGOs). These support systems can serve as platforms where parents can share experiences, gain insights from more educated peers, and receive practical advice on how to support their children's academic development. Many parents with lower educational backgrounds face challenges such as lack of confidence and isolation. By establishing these community networks, the Directorate can provide these parents with the necessary support, encouragement, and resources to engage more effectively in their children's education.

By implementing these recommendations, the Ablekuma West Municipal Directorate of Education can foster greater parental involvement across various educational levels, ensuring that all children, regardless of their parents' educational backgrounds, receive the support they need for academic success.



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APPENDICES

APPENDIX A UNIVERSITY OF EDUCATION, WINNEBA

FACULTY OF BEHAVIOURAL AND APPLIED SCIENCES

DEPARTMENT OF EARLY CHILDHOOD EDUCATION

RESEARCH ON PARENTS' EDUCATIONAL BACKGROUND ON THE ACADEMIC ACTIVITIES OF LEARNERS AT EARLY CHILDHOOD CENTRES IN ABLEKUMA WEST MUNICIPALITY

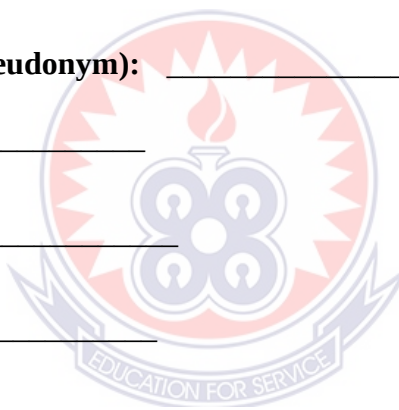
SEMI-STRUCTURED INTERVIEW SCHEDULE FOR PARENTS

Name of Interviewee (Pseudonym): _____

Interview Date: _____

Duration: _____

Time: _____



SECTION A: PARENTS' PERCEPTIONS OF HOW THEIR EDUCATIONAL BACKGROUND AFFECTS THEIR CHILD'S ACADEMIC PROGRESS

1. How has your own educational experience influenced your perspective on your child's education?
2. Why do you believe your educational background is important for your child's academic success?
3. How do you think your education affects your child's attitude towards learning?
4. Why do you feel it is essential to be involved in your child's academic journey?

SECTION B: PARENTS' EDUCATIONAL LEVELS INFLUENCE THEIR INVOLVEMENT IN THEIR CHILDREN'S DAILY ACADEMIC ACTIVITIES

1. How do you typically engage with your child during homework time?
2. Why do you think your educational level impacts your ability to assist your child with their studies?
3. How do you prioritize your involvement in school events and activities?
4. Why is it important for you to communicate with your child's teachers?

SECTION C: DIFFERENT APPROACHES PARENTS WITH VARYING EDUCATIONAL BACKGROUNDS USE TO SUPPORT THEIR CHILDREN'S LEARNING

1. How do you approach educational activities at home with your child?
2. Why do you choose certain methods or resources to support your child's learning?
3. How do you encourage your child to develop a love for learning?
4. Why do you think your educational background influences your support strategies?

SECTION D: CHALLENGES FACED BY PARENTS WITH DIFFERENT EDUCATIONAL BACKGROUNDS IN ENGAGING WITH THEIR CHILDREN'S ACADEMIC ACTIVITIES

1. How do you perceive the challenges in supporting your child's education?
2. Why do you think some parents face more challenges than others in engaging with their child's academic activities?
3. How do you seek help when faced with difficulties in assisting your child?

4. Why do you believe community resources could play a role in supporting parents like you?

Thank You for Your Participation. I'm Very Grateful for Your Time



APPENDIX B



APPENDIX C

GHANA EDUCATION SERVICE

*In case of reply the number
and date
of this letter should be
quoted*



ABLEKUMA WEST MUNICIPAL EDUCATION OFFICE
POST OFFICE BOX DS 931
DANSOMAN
ACCRA
Tel. No.: 0244737644
Email: ablekumawestmunicipal@ges.gov.gh

Ref. no.: GES /GAR/ABWMEQ/HRMD/24/04

11TH NOVEMBER, 2024.

ALL HEADS OF BASIC SCHOOLS
ABLEKUMA WEST - DANSOMAN

LETTER OF INTRODUCTION

I write to respectfully introduce to you the above- mentioned teacher of Mpcasei Methodist Basic School within the Ablekuma West Municipal Directorate.

Ms Jennifer Bruce is a final year student at the M.Ed. Department of Early Childhood Education, University of Education Winneba. she's embarking on her dissertation on the topic "**Parents Educational Background on the Academic Activities of Learners at Early Childhood Centers in Ablekuma West Municipality**".

I would be most grateful if she could be given the needed assistance.

Thank you.

CHRISTIAN JULIUS AFORLAH
DIRECTOR OF EDUCATION
ABLEKUMA WEST MUNICIPAL
DANSOMAN.