

UNIVERSITY OF EDUCATION, WINNEBA

**Parental participation in learners' activities at early childhood centres in the Ga
West Municipality**

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MASTER OF PHILOSOPHY



UNIVERSITY OF EDUCATION, WINNEBA

**PARENTAL PARTICIPATION IN LEARNERS' ACTIVITIES
AT EARLY CHILDHOOD CENTRES IN THE GA WEST MUNICIPALITY**

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**A thesis in the Department of Early Childhood Education,
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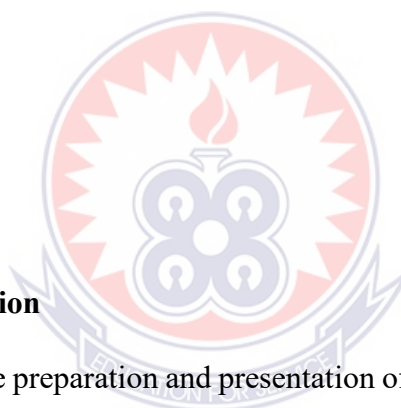
DECLARATION

Student's Declaration

I, **ERASMUS BATTAH**, hereby declare that, this work is as a result of my personal effort and an original report of the study except references to other people's work which has been duly cited and acknowledged, no part of this work has been produced and presented for a degree in this university or elsewhere.

Signature:.....

Date:.....



Supervisor's Declaration

I hereby declare that the preparation and presentation of this study has been supervised by me in accordance with the guidelines of the supervision of thesis laid down by the University of Education, Winneba.

Name: PROF. HANS KWEKU WIABO BAFFOE (PhD)

Signature:.....

Date:.....

DEDICATION

To my family.



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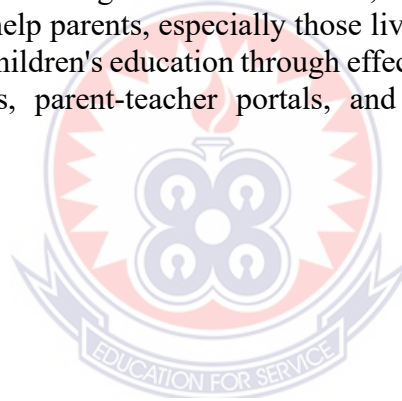
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ABSTRACT

This study aimed to explore parental participation in early childhood education within the Ga West Municipality of Ghana. The study employed a phenomenological research design. Convenient sampling technique was used to select the fifteen (15) participants for the study. A semi-structured interview guide was used for data collection and data collected was analyzed using thematic analysis. The key findings revealed that most parents view themselves as primary educators, engaging in activities such as teaching basic literacy, morality, storytelling, and helping with homework, parental participation includes providing learning resources, creating a conducive home environment, and occasional involvement in school events, several barriers limit parental engagement, including financial difficulties, lack of time, long distances to school and poor infrastructure, parental involvement can be improved through better communication between schools and parents. Based on the conclusions the study recommends that parents should be educated about their roles as educators, facilitators, and collaborators through workshops, seminars, and awareness campaigns, schools should promote participation by organizing events at convenient times, providing childcare during meetings, and encouraging home-based learning by offering simple, affordable resources, providing financial assistance, scholarships, transportation, and logistical support can help parents, especially those living in remote areas, participate more actively in their children's education through effective communication platforms, including text updates, parent-teacher portals, and newsletters, to keep parents informed.



CHAPTER ONE

INTRODUCTION

1.1 Background to the study

In early childhood instructions, parental participation is crucial in determining the academic and developmental results of students. (Desforges & Abouchaar, 2003; Epstein, 2001). Rapid cognitive, emotional, and social development characterizes early childhood, a critical period in human development. Hence parental participation is crucial during this time to promote academic success and provide positive learning experiences. According to research, active parents help create a supportive learning environment for their children's, which enhances their academic achievement, social skills, and emotional well-being.(Desforges & Abouchaar, 2003; Epstein, 2001).

The term "parental participation" describes a many steps parents take to support their children's academic pursuits. Volunteering at school events, offering homework assistance, going to parent-teacher conferences, and creating a comfortable learning atmosphere at home are a few examples.

Parental participation is especially important in early childhood education because it establishes the groundwork for learning and development throughout life. Parents are the primary educators of young children, who are greatly influenced by their immediate surroundings. Children's literacy, numeracy, and problem-solving abilities improve when parents are actively involved, according to research (Fan & Chen, 2001). Additionally, parental participation fosters a favorable attitude toward learning by increasing children's drive and self-esteem (Hara & Burke, 1998).

The foundation of learners' academic success is parental participation, which shapes their moral, social, emotional, and cognitive growth. A careful examination of its advantages and disadvantages in many circumstances, like Ga West in Ghana is prompted by acknowledging its importance, particularly in childhood. There is a pressing need to analyze the challenges that prevent strong parental participation, especially in classroom centred activities, even though many research support the advantages of family participation in settings (Mathwasa, 2020; Nurhayati, 2021). Recognizing that parental participation has many different aspects, from active participation in school events to home-based support, is essential to comprehending these difficulties. HooverDempsey and Sandler (1997) offered a framework that takes into account the impression of parental role construction, efficacy, and the idea that learners' and schools' invitations are crucial in determining parental participation. This approach sheds light on the psychological and sociological elements that influence parental participation and implies that improving participation requires addressing parents' self-perceptions and views on their function and efficacy in the instruction of their learners'.

The moderate levels of parental participation and their relationship to parental backgrounds are highlighted by Kurtulmuş (2016) and Victor & Mweru (2019), who also pointed out that a major obstacle to participation exists in areas like Ga West with a varied range of backgrounds. A nations ability to develop effectively depends on its level of education, and the more knowledgeable its citizens are, the more civilized and disciplined that society may be (Rafiq, 2013). learner need to be socialized by their parents in order to become contributing members of society.

According to Berkeley (2009), learners' who have their parents actively involved in their education have a higher chance of academic success and becoming responsible, helpful adults. A child's academic success into elementary, middle, and even high school is positively impacted by early parental involvement (Sanders & Sheldon, 2009).

Parental involvement in early childhood education can be influenced by a wide range of factors, including institutional practices, cultural views, and socioeconomic status. For example, low-income parents could face challenges such as limited time, a lack of resources, or a lack of confidence in their ability to contribute significantly to their child's education (Hill & Tyson, 2009).

Perceptions of parental roles are also influenced by cultural conventions; in many societies, the function of the teacher is prioritized over that of the parents (Harris & Goodall, 2008). Additionally, via inadequate communication, a lack of flexibility, or an unwelcoming environment, schools may unintentionally create hurdles to parental participation. According to studies, schools that actively involve parents through inclusive policies and practices are more likely to see improved student outcomes and higher levels of participation (Desforges & Abouchaar, 2003).

According to Copple and Bredekamp (2009), family participation and participation are essential to delivering what is currently regarded as best practice regarding early childhood education. A sense of empowerment and increased parental well-being are the results of using family-centred practices, such as involving families in assessments (Hanft & Pikington, 2000). This study aimed to explore parents participation in activities at early childhood centres in the Ga West Municipality. Early childhood education effectiveness depends on parental participation, which is both a right and a

necessity, but it must be accepted as a family decision (Sanders and Sheldon, 2009). They can decide to take part to different degrees. It is crucial to appreciate their participation, no matter how small or large. Parental participation in early infancy has also been shown to improve young learners' non-academic results (Sanders and Sheldon, 2009). It implies that vigorous parental participation in a child's early development may have benefits beyond academic achievement. Students' behavior and attitude toward academics, homework finalization, and punctuality at school are among non-academic factors that are affected by parental participation (Fan & Chen, 2020; Wang et al 2020). A child's social and emotional growth as well as acceptable behavior in school depend heavily on parental participation (Sanders & Sheldon, 2009). Parents' participation has a significant influence both at home and in school since they are so important to a child's early development.

The current state of participation among parents is further complicated by comprehensive and institutional hurdles. Mattingly et al. (2002) question the efficacy of parent participation programs, pointing out that methodological and analytical errors in assessing these programs mask their actual influence. This raises significant concerns regarding the planning and execution of strategies to increase parental participation, implying that without addressing these fundamental problems, efforts might not produce the intended results.

According to (Epstein, 2000), positive views toward education are also influenced by parental participation. Parental participation fosters greater collaboration between parents and the school and has an important effect on students' attitudes, attendance, and academic performance. Additionally, it enables educators and parents to work together to support the learners' academic success. But not every parent has had a good

experience in the past. Parents may adopt a fresh viewpoint on education by encouraging their participation in a number of ways. Parents would have a pleasant experience taking part in the assessment process throughout their child's elementary school years if Teachers begins involving them. They have a higher chance of staying involved throughout kindergarten and beyond.

Kim (2009) drew attention to the challenges minority parents encounter at school, such as the attitudes of teachers and school rules that may discourage parental participation. This viewpoint is essential for comprehending the contextual difficulties in the Ga West Municipality, where cultural and language variety may make interaction even more difficult. In order to create a more welcoming and encouraging atmosphere for parents to get involved, it is essential that the focus be shifted from parental flaws to structural challenges. Along with these difficulties, research indicates that the effectiveness of parental participation is also influenced by the level of cooperation and communication between the home and the school. Fostering an atmosphere that encourages parental participation requires functional means of communication that enable regular and significant contacts between parents and educators (Jaiswal & Choudhuri, 2017). This emphasizes how crucial it is to build solid relationships between families and schools, acknowledging that both are essential to assisting children' paths.

Additionally, it is impossible to ignore the significance of social standards and the community. The larger social and cultural contexts in which parental participation occurs influence parents' views and actions about schooling. For example, parental participation in education may be assisted or hampered by social conventions and expectations. It is crucial to understand these contextual elements in order to create culturally relevant interventions that are tailored to the unique requirements of the Ga

West Municipality.

Education for learner ages 0–8 is referred to as early childhood education in Ghana (Ghana Education Service, 2016). Early childhood education is offered in a variety of locations, such as early childhood centres, community based centres, and households. In Ghana, the government has worked hard to advance early childhood education. A national curriculum for early childhood education has been created by the Ghana Education Service (GES), and it offers standards for the provision of high quality education throughout the nation (GES, 2016).

One of the government's initiatives to enhance Ghanaian early childhood education is the creation of early childhood centres. Early childhood centres are intended to give learner ages eight to five a high standard education (GES, 2012). The government, religious institutions, and private citizens oversee early childhood centres. To improve the accessibility of early childhood education in the Ga West Municipality, the government has set up a number of early childhood centres. Reading to the child, offering homework assistance and attending school functions in the setting are just a few of the ways parents can get involved in early childhood education (Henderson & Mapp, 2002). Additionally, studies indicate that parental participation can benefit children' social and emotional growth (Domina, 2005). learner with parents that participate in their schooling are more likely to have pleasant experiences with their classmates, have improved social abilities, and have higher self-esteem (Domina, 2005).

Early childhood education is acknowledged as a vital part of the system in Ghana, the country where the study is situated. In early learning centers, the Ghana Education Service stresses the need of parental and community participation. Nonetheless, socioeconomic differences and cultural factors have a substantial influence on the

degree and kind of parental participation in different groups. Finding ways to increase parental participation in these centers is essential to addressing early childhood development disparities and enhancing results.

In early childhood education, parental participation is essential to students' success. For educators, legislators, and other stakeholders looking to improve early learning experiences, knowing how parents view their roles, the difficulties they encounter, and successful participation tactics can be quite helpful.

Research indicates that many parents in Ghana do not actively participate in their learners' education, in spite of the significance of parental involvement in early childhood education. According to Akyeampong and Stephens (2002), parents in Ghana do not consider themselves to be regular participants in their learners' education and are typically unaware of the value of early childhood education. The survey also discovered that Ghanaian parents lack the means to assist their learners' learning and have limited exposure to understanding early childhood development.

A comprehensive strategy that tackles societal, institutional, and psychological challenges is necessary to increase parental participation in early childhood education, especially in classroom activities, as these conversations make clear. This enlarged knowledge serves as the foundation for the study, which looks at the nature of parental participation in Ga West Early Childhood centres, evaluates how parental participation affects the activities that take place in the classroom, and identifies factors that help increase learners' parental participation. The study's primary objective was to assist learners' development and academic success by examining these factors in order to provide relevant information about the opportunities and limitations of increasing parental participation in the particular setting of Ga West Municipality.

1.2 Statement of the Problem

In many early childhood centers across the Ga West Municipality, the researcher during an observation activity, noticed that some children struggle with basic learning activities, such as recognizing letters, numbers, and colors. While some learners receive extra support from their parents at home, others come to school without reinforcement, making it difficult for them to keep up with learning activities.

The researcher also observed that, when teachers organize parent-teacher meetings or request parents to help with simple take-home activities, only a few parents actively participate. Many cite busy work schedules, financial struggles, or the belief that early education is solely the teacher's responsibility. A study in the Effutu Municipality of Ghana found that financial constraints and parents' lack of education were significant barriers to their involvement in early childhood education (Osei & Amponsah, 2021). Again, A study in the Mfantseman District indicates that parents see the school as an environment where teachers were in charge, leading to limited parental involvement (Mensah & Korankye, 2020).

Also, the researcher observed that when teachers send home a simple reading exercise, some children return without completing it because no one at home helped them. It was also noticed that during school events like reading days or creative play sessions, a small number of parents show up, leaving teachers to handle everything alone. This lack of parental involvement affects children's confidence, social skills, and enthusiasm for learning. It is commonly acknowledged that parental participation in early childhood education has a critical role in determining learners' social and academic development. Nonetheless, there seems to be a sizable disconnect between

early childhood centres and parents in the Ga West Municipality. The general growth and welfare of the learners in this area are called into question by this disparity.

The literature highlights the importance of fostering positive and supportive relationships between educators, students, and their families. Abugre and Subbey (2022) emphasize that the interactions play a key role in managing learners' physically aggressive behaviors, indicating that active parental participation is essential for cultivating a positive learning environment.

The Ghana Education Service (GES) has established rules and procedures to encourage parental participation in early childhood education because it understands how important it is (GES, 2012). However, it's unclear how widely these regulations have been applied and whether they have resulted in more parental participation. According to a 2013 study by Biritwum and Gyamfi, many Ghanaian women lacked the information and abilities needed to effectively assist their learners' learning, despite acknowledging the need of early childhood education. Furthermore, studies have demonstrated that a number of characteristics, such as parental education level, socioeconomic situation, and cultural background, affect the degree of parental participation (Akyeampong & Stephens, 2002; Domina, 2005). Understanding the potential effects of the varied cultural and socioeconomic background of parents in the Ga West Municipality on parental participation in early childhood education is crucial.

According to a study by Subbey & Dseagu (2018), a sizable portion of parents have reservations regarding the advantages of formal education for their learners' in the conventional school system. These parents frequently lack the support they need to participate fully in their learners' education because they feel pressured to send their

children to school largely in order to share the childcare load with the instructors. The parents' limited access to suitable resources and support networks makes it more difficult for them to make a significant contribution to their learners' experiences, which worsens this lack of participation.

The difficulties parents encounter in being active in their learners' education are another important concern. Previous research has found a number of problems, including language limitations, lack of information availability, and the pressures of work and other family responsibilities (Henderson & Mapp, 2002). Lack of knowledge and comprehension of parents' roles in their learners' education presents another obstacle to encouraging parental participation in early childhood education (Akyeampong & Stephens, 2002). Parents might not know how to help their learners study and might not be inspired to be part in their education if they don't have clear direction and assistance.

Furthermore, studies by Magwa and Mugari (2017) showed that parents' participation in their learners' schooling is strongly influenced by their financial situation and attainment. Parents who have less formal education and come from poorer socioeconomic origins are less likely to be involved in school activities or help their learners study at home. The study also discovered that when parents believe teachers have a favorable attitude toward their job, they are more inclined to get involved. Regrettably, in many instances, Ga West does not have such favorable opinions or proactive participation.

Additionally, learners' learning and development may suffer if parents are not involved in their early childhood education. Research has indicated a positive correlation between learners' academic success and parental participation (Barnard & Kelly, 2007;

Domina, 2005). Thus, it is also critical to look into how much parental participation is in early childhood education in the Ga West Municipality. Also, research indicates that there is a low level of parental participation in early childhood education in Ghana. This is explained by a number of factors, including poverty, a lack of parental education, time constraints brought on by work or household responsibilities, and a lack of awareness regarding the significance of early childhood education (Biritwum & Gyamfi, 2013).

Numerous early childhood education facilities that offer instruction and care to learners aged three to eight can be found in the Ga West Municipality. Nevertheless, there is little data on parents' participation in their learners' education in the municipality, even though these centres are available.

The disparity in parental participation is a concern because research indicates that successful results depend on parents' participation in their learners' education (Henderson & Mapp, 2002). Therefore, it was necessary to determine the elements that influence parental participation and to comprehend the level of parental participation in early childhood education in the Ga West Municipality.

From the aforementioned, it is imperative to explore the parental participation on learners' activities at the early childhood centres in the Ga West Municipality.

1.3 Purpose of the Study

The purpose of the study was to explore parental participation in learners' activities at early childhood centres in the Ga West Municipality.

1.4 Research Objectives

The research objectives of the study are to:

1. Examine how parents perceive their roles in learners' education at the Ga West Municipality early childhood centers.
2. Determine the nature of parental participation in learners' activities at the Ga West Municipality early childhood centers.
3. Investigate the challenges to parents' participation in learners' education in the Ga West Municipality early childhood centers.
4. Explore the strategies for enhancing parental participation in activities of learners in the Ga West Municipality early childhood centers.

1.5 Research Question

The following research questions guided the study.

1. What is parents' perception of their roles in learners' education at the Ga West Municipality early childhood centers?
2. What is the nature of parental participation in learners' activities at the Ga West Municipality early childhood centers?
3. What are the challenges to parents' participation in learners' education in the Ga West Municipality early childhood centers?
4. What are the strategies for enhancing parental participation in activities of learners in the Ga West Municipality early childhood centers?

1.6 Significance of the Study

The following factors make this study noteworthy:

The results of this study would help educators and policymakers create programs and policies that encourage parental participation in Ghanaian early childhood education. The results of the study would raise parents' knowledge of the value of early childhood education and the necessity of their participation in their learners' education.

This study would serve as a foundation for further research on the subject and add to the body of knowledge already available on parental participation in early childhood education in Ghana.

1.7 Delimitation's of the Study

Geographically, the study was restricted to the municipality of Ga West in the Greater Accra Region. A thorough investigation of parental participation within a particular cultural and socioeconomic setting is made possible by this geographical delimitation. The study focused on parents of learners between the ages of 4 and 8 and specifically looked at parental participation in early childhood education settings. Only public early childhood centers in the Ga West Municipality are included in the context. Four main areas are the focus of the study: the nature of activities parents participate in in the classroom, the perception of parental participation in assisting their learners' education, the difficulties parents encounter while interacting with early childhood centers and the solutions or remedies to those challenges.

The researcher adopted only phenomenological design for the research and also only convenient sampling as a sampling technique for the study.

1.8 Operational Definition of Terms

Parental participation: When parents actively participation in their learners' education, they help them learn at home, work with teachers and other school personnel, and participate in school events.

Learning activities: activities that are planned or implemented by the instructor in order to establish the conditions necessary for learning.

Early Childhood Centers: Early childhood centers are the facilities that gives learners the opportunity to learn, discover, and play in a safe, nurturing environment outside of their home.

Learners' Activities: The variety of and instructional activities and interactions that take place in a school setting with the goal of fostering learners' learning and growth.

1.9 Organisation of the Study

The study was divided into five chapters. Each of the five chapters that make up this study's framework was intended to systematically examine the research issue. By providing background information, stating the problem, and establishing the purpose of the research, Chapter One lays the groundwork for the study. It also outlines the study's goals, develops the research questions, points out its limitations, and defines important words. Chapter Two examine pertinent literature and dived into the conceptual framework that directs the investigation. The research design, population, sampling strategies, data collecting tools, and data collection and analysis procedures are all covered in Chapter Three's description of the methodology. The study's data presentation and analysis are given and examined in Chapter Four in light of the research questions and the literature that was examined in Chapter 2. The study's conclusions and main findings are outlined in Chapter 5. This chapter also provides suggestions for further research, policy implications, and real-world uses of the study's findings based on the knowledge acquired.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

The review of related literature was the focus of this chapter. For the sake of simplicity and clarity, related literature was categorized under the following subheadings: theoretical underpinning (Hoover-Dempsey and Sandler's Model of Parental participation (1995, 1997, 2005) and Epstein's model of parental participation (2010); conceptual Framework; the concept of parental participation; types of parental participation; the role of parents in their learners' early childhood education; and challenges to parental participation.

2.1 Theoretical Framework

The study was underpinned by two theories.

2.1.1 Hoover-Dempsey and Sandler's Model of Parental participation (1995, 1997, 2005)

The model developed by Hoover-Dempsey and Sandler (1995, 1997, 2005) offers a psychological viewpoint on the reasons behind and methods by which parents get involved in their learner's education. Role construction, parental self-efficacy, and the importance parents take on parental participation are among the key elements that the model identifies as influencing parental participation. It also looks at the part that perceived school invites play, including how schools interact with parents and motivate them to be involved in their learner's education.

Additionally, the model highlights the significance of life context factors that can either help or impede parents' participation, such as time, energy, and knowledge.

This concept is particularly pertinent to Ga West Municipality since it makes it possible to comprehend the social and psychological factors that could either encourage or restrict parents' participation in activities. By applying this approach to the Ghanaian context, it is possible to pinpoint certain challenges and opportunities that are particular to the sociocultural and economic context of the country, offering valuable information for developing strategies that would increase parental participation (Hoover-Dempsey & Sandler, 1995, 1997, 2005). Hoover-Dempsey and Sandler's Model of Parental Participation provide a comprehensive framework for understanding why and how parents become involved in their children's education. The model identifies three primary factors influencing parental participation: parental role construction, parental self-efficacy, and environmental factors.

Parental Role Construction refers to how parents perceive their role in their children's education. Parents who see their participation as integral to their children's success are more likely to engage in activities (Hoover-Dempsey & Sandler, 1995). These perceptions are shaped by personal beliefs, cultural expectations, and social norms.

Parental Self-Efficacy involves parents' belief in their ability to positively influence their children's learning outcomes. Parents who feel confident in their capacity to support their children academically are more likely to participate in school-related activities and provide learning resources at home (Hoover-Dempsey & Sandler, 1997).

Environmental Factors include the school's climate, teachers' invitations for participation, and societal expectations. When schools create welcoming environments and actively encourage parental participation, parents are more likely to participate (Hoover-Dempsey & Sandler, 2005).

Hoover-Dempsey and Sandler's Model of Parental participation model underscores the dynamic relationship between parents, schools, and communities, highlighting that effective parental participation is a function of individual beliefs, perceived capability, and external support from institutions. The model provides a comprehensive framework for understanding why parents choose to participate in their children's education and how their participation influences outcomes.

This model is particularly relevant for exploring parental participation in learners' activities at early childhood centers in the Ga West Municipality. The model identifies five key levels of parental involvement. The first level emphasizes parents' motivational beliefs, including their role construction and sense of self-efficacy. In the Ga West context, parents' understanding of their responsibilities in supporting early learning is crucial. Cultural beliefs and socioeconomic factors may shape how parents perceive their roles, influencing their willingness to participate actively in activities (Harris & Goodall, 2008).

The second level focuses on contextual factors, such as invitations from schools, teacher attitudes, and accessibility of resources. Schools in Ga West Municipality can either encourage or hinder participation based on their communication strategies, event planning, and inclusivity. For instance, flexible scheduling and proactive outreach by teachers can help overcome barriers such as time constraints or logistical challenges (Hara & Burke, 1998). The third level considers parents' skills and knowledge for engagement. Many parents in Ga West may need support to develop skills for effective home-based learning, highlighting the importance of workshops and guidance from early childhood centers. Lastly, the model emphasizes the importance of parental participation in creating a conducive home learning environment, reinforcing the

notion that participation extends beyond school activities to include home-based support. By addressing these aspects of Hoover-Dempsey and Sandler's model, early childhood centers in Ga West Municipality can better understand and enhance parental participation, ultimately contributing to improved outcomes for young learners.

2.1.2 Epstein's Model of Parental participation

A model developed by Epstein (2010) was applied and proved to be helpful in comprehending the role that parents play in their learners' education. Six aspects of participation were included in this model's conceptualization of parental participation, which would show how involved parents are in their learners' education. Parenting, communication, volunteering, at-home learning, decision-making, and community collaboration are the six parenting aspects (Epstein, 2010). It is believed that active parental participation in these areas would likely increase learners' enthusiasm for learning and have a beneficial influence on academic performance.

This paradigm highlights that in order to promote learners' learning and development holistically, collaborations between schools, families, and the community are necessary for effective parental participation. It is possible to Investigate and assess different types of parental participation that function well in this specific setting by using Epstein's framework to analyze the early childhood centers in Ga West Municipality. It offers a framework for creating cooperative projects that tackle the socioeconomic and cultural circumstances unique to the Greater Accra Region. Early development centers can build networks of support that improve learners' learning outcomes and experiences by cultivating these collaborations.

Families with learner from birth to age eight are the main focus of the code of ethical conduct provided by the National Association for the Education of Young learner

(NAEYC) (Snow, 2012). This Code guarantees that educators involve parents in early education and communicate this knowledge to families. The substantial influence that parental participation has on childhood growth and development has been investigated by the NAEYC Centre for Applied Research (2012). A partnership that supports student learning at school and at home develop when early childhood educators share assessment results, student development, and expectations with families. There are still many barriers to be tackled in spite of growing evidence of the benefits of parental participation in early childhood education. Lack of time makes it difficult for many parents to be involved in their children' education. Furthermore, some absentee parents claim to have had 18 school experiences and to feel uneasy in a school setting (Brown, 2012). Early childhood educators and administrators must encourage parents to be involved in their learners' education despite any challenges. For parents, early childhood centers are valuable resources. Early childhood educators and administrators are in charge of involving parents through written communication, school committees and activities, conferences, volunteers, and other channels. From proper nutrition to overall health, parenting can be defined as the behaviors and pursuits of parents that support their learners' learning and cognitive development. Families' fundamental responsibilities include ensuring the health and safety of their learners, fostering positive home behaviors that enhance academic performance and behavior throughout the school years, and developing parenting techniques and approaches that prepare children for school and maintain healthy child development throughout the grade.

The term "decision-making" describes how parents participate in Parent Associations and regulatory councils, advocate for their learners' interests, and influence the school environment and governance. On the other hand, if the parent and instructor fulfill their mutual obligations, they pool their combined abilities to produce better and more

accomplished students. Through their combined efforts, the domains of school and family influence are brought together, strengthening the bonds between parents and schools and fostering the development of family like schools and school-like families. According to the Epstein model, the degree of overlap between these three areas can change all through schools and can be improved or diminished by the actions of educators, parents, or children (Van Wyk, 2008).

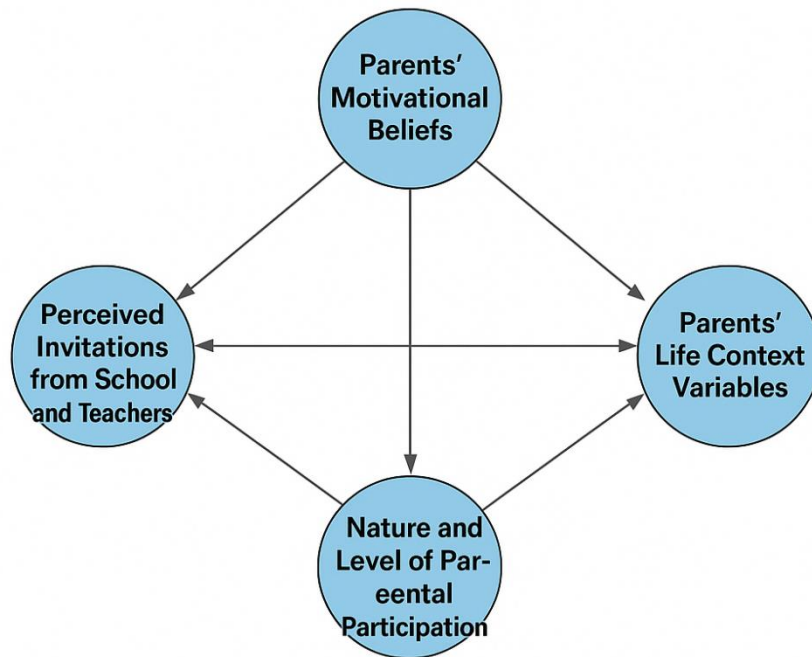
Collaboration with the Community examines how the community and parents use local resources to enhance children' education. Similarly, this study looked at how students can gain from the wards' learning activities and family practices. Working together with community organizations, such as businesses, agencies, civic and cultural organizations, and colleges or universities, allows everyone to contribute to the community while also improving resources and services for families, preschools, and schools (Epstein, 2010).

All academic information pertaining to learners' academic progress is communicated from the home to the school. A two-way communication channel is established between the school and the home by informing families about school programs, including memos, notices, phone calls, report cards, conferences that certain schools hold, and preschool progress. This enhances hiring, training, events, and scheduling to engage families as audiences and volunteers at the school or elsewhere (Epstein, 2010). It makes it possible for teachers to collaborate with volunteers who assist preschoolers and the school. The following are some ways that families can get involved in their learners' education: learning at home, including homework, goalsetting, and other curriculum-related activities. Epstein (2010) asserted that all the elements of communities, families, and schools are perpetually changing, causing change in the

overlapping spheres of influence. The approach takes into account the diverse circumstances and interpersonal relationships among parents, educators, and students. It has both internal and external structures that improve the education of the youngster. By attempting to ascertain how parents participate in their preschoolers' education at home, in the community, and at school, this study also drew on overlapping domains of influence. Epstein's structured approach serves as a guide to mobilize community resources and strengthen parent-teacher relationships, aligning with the goals of early childhood centres in the Ga West Municipality.

2.2 Conceptual Framework

The conceptual framework for this study is adapted from Hoover-Dempsey and Sandler's Model of Parental Participation (1995, 1997, 2005). The model explains the factors that motivate and influence parents' involvement in their children's education and how such participation impacts learners' outcomes. As illustrated in the diagram, parents' participation is shaped by three key constructs: motivational beliefs, perceived invitations from schools and teachers, and life-context variables. These interrelated factors determine the nature and level of parental participation, which subsequently contributes to enhanced learners' outcomes and school experiences. The framework thus provides a theoretical lens that links the study's objectives to the underlying processes influencing parental involvement in early childhood education within the Ga West Municipality.



The diagram operationalizes Hoover-Dempsey & Sandler's (1995, 1997, 2005) Model of Parental Participation for this specific study. It shows four primary constructs (Parents' Motivational Beliefs; Perceived Invitations from School and Teachers; Parents' Life-Context Variables; Nature and Level of Parental Participation) converging on learners' outcomes. The arrows emphasize directionality and interaction how each construct influences and is influenced by the others before finally affecting learner outcomes. The diagram therefore frames the study's exploration of perceptions, forms of participation, barriers, and enhancement strategies.

1. Parents' Motivational Beliefs (top node)

This construct captures role construction (how parents define their responsibilities in education) and parental self-efficacy (belief that their involvement matters). In the Ga West context this could include cultural norms about parental roles in early childhood, beliefs about who is primarily responsible for learning (home vs. teacher), and confidence to help with learning activities. If parents see themselves as critical partners, they are more likely to undertake both home-based and school-based

activities. Statements of responsibility in interviews, self-rated confidence supporting learning, examples of actions taken by parents are the indicators.

2. Perceived Invitations from School and Teachers (left node)

This node represents invitations and encouragement coming from three sources noted in the model: school (policies and climate), teachers (communication and outreach), and the child (child's needs/requests). A welcoming school climate, clear teacher invitations (meetings, calls, SMS), and teacher attitudes shape whether parents feel encouraged to participate. Strong invitations tend to increase both the frequency and breadth of parental activities. Frequency/quality of teacher communications, invitations to events, parent perceptions of being welcomed, examples of school policies that promote involvement are the indicators.

3. Parents' Life-Context Variables (right node)

This node includes practical constraints and enablers: time availability (work schedules), economic resources, literacy and skills, transport, and caregiving duties. These are critical determinants of the feasibility of participation. It also moderates how motivational beliefs and school invitations translate into actual participation for example, a highly motivated parent may still be unable to volunteer at school because of work hours. Employment patterns, hours available for school activities, literacy level, distance to school, childcare responsibilities are the indicators.

4. Nature and Level of Parental Participation (central, mediating node)

This is the mediating variable where the influences above converge. It consists of home-based involvement (reading with child, learning activities at home) and school-based involvement (attending PTA, volunteering, teacher conferences). The diagram places this centrally because it is both an outcome of the antecedent constructs and the

proximal predictor of learner outcomes. Types of activities undertaken, frequency, duration, and parent/teacher reports of engagement are the indicators.

5. Enhanced Learners' Outcomes and School Experience (bottom node / ultimate outcome)

This node represents expected positive changes in learner readiness, engagement, early literacy/numeracy indicators, socio-emotional development, and overall school experience (e.g., attendance, behaviour). In early childhood contexts these outcomes are often observed as improvements in classroom participation, readiness for primary school, and observable learning behaviours.

Teacher ratings of child readiness and engagement, simple developmental checklists, attendance records, and parent/teacher qualitative descriptions are the indicators.

2.3 The Concept of Parental Participation

Parental participation is difficult to define because of the many viewpoints of educators, parents, administrators, and even children (Myeko 2000). Despite this, Parental participation is encapsulated in the definitions provided in the paragraphs that follow. According to Myeko (2000), Parental participation is a method by which parents actively engage in their children's different endeavors. Activities range from attending school events sometimes to making a concerted effort to assist parents become better teachers of their own learners.

Furthermore, Parental participation was described as the effective participation of parent with their children outside of the school day in an activity which centers on enhancing academic performance" by Nye, et al (2006). Here, the focus is on extracurricular activities like taking the child to the zoo to learn something or playing

games with them at home that would help them with their reading or mathematics skills. According to Holloway, et al (2008), Parental participation is often defined as the start of school-based activities like attending school functions and interacting with teachers, as well as home-based behaviors like keeping an eye on assignments.

Eccles and Harold (1996) highlighted the multifaceted nature of parental participation, outlining five (5) dimensions: monitoring, volunteering at school, participating in homework-related activities, communicating with the school regarding their learners' progress, and reaching out to the school to inquire about ways to provide additional support.

By defining five (5) dimensions monitoring, volunteering at school, participating in homework related activities, communicating with the school about their learners' progress, and contacting the school to ask about ways to offer extra support Eccles and Harold (1996) emphasized the complex nature of parental participation. This is corroborated by Zoppi (2006), who cited Cotton and Wikelund in developing a definition that stated that parental participation is a broad term that encompasses attending school events, fulfilling school-related responsibilities, assisting children in improving their academic performance, offering support, setting up suitable study time and space, setting an example of desired behavior, keeping an eye on homework, and actively tutoring children at home. These definitions make it evident that different authors highlight various facets of Parental participation. This is due to the fact that their living environments have an influence on their viewpoints. Context determines the type of Parental participation and its challenges.

Sandler and Hoover-Dempsey (2005) argued that parental participation is a "rich vein" of ongoing parental effect on learners' development throughout elementary, middle,

and high school. Parents' participation in their learners' education can be significantly increased by preparing for and emphasizing parental participation, according to research (Black, et al 2003; Epstein, 1995; Farka et al 2001).

2.4 Nature of Parental participation

Parental participation in education can take various forms, ranging from direct participation in academic activities to more subtle forms of support. The nature of parental participation is often categorized into several types, including academic participation, behavioral participation, and cognitive participation (Hill & Tyson, 2009).

Academic participation typically involves parents helping with homework, attending parent-teacher conferences, or engaging in activities at home, such as reading with children (Epstein, 2001). This direct participation helps children understand the importance of learning and encourages academic success.

Behavioral participation refers to the way parents support their children's behavior and social development by setting expectations for school attendance, managing school-related activities, and encouraging good study habits (Fan & Chen, 2001). This form of participation also includes monitoring children's behavior, fostering discipline, and maintaining a structured home environment conducive to learning.

Cognitive participation focuses on how parents influence their children's attitudes toward learning, motivation, and aspirations. Parents who engage in discussions about academic goals and encourage critical thinking contribute to shaping their children's cognitive development (Zhang & Xie, 2021).

The nature of parental participation may vary depending on factors such as socioeconomic status, cultural background, and the level of parents, which can influence how actively parents engage in their children's education (Hara & Burke, 1998). Parental participation in schools has little to no influence on students' academic performance, Singh and Mbokodi (2004) suggested that it is not completely meaningless. No matter how much school-based PI and participation is implemented, it can be a valuable informational tool for parents and teachers to collaborate on supporting children's education. According to Desforges and Abouchaar (2003), the influence of this type of preschool interaction can serve as a vital lubricant for participation that takes place at home.

Hoell (2006) and Desforges and Abouchaar (2003) distinguished two categories of school-based participation: school participation (which includes volunteering for school events, attending school functions, and taking part in school governance) and school communication (which entails communication between parents and school staff with the goal of exchanging information about the child's progress, building positive relationships between teachers and parents, and discussing emerging issues) (Vogels, 2002). Vogels also discussed practical tasks like cleaning and other duties, as well as social events like parties, field trips, and school excursions, classroom instruction, and kid supervision during lunch.

According to Desforges and Abouchaar (2003), it has not yet been established that these advantages significantly improve children's academic performance. All children at school could, however, gain from parental participation in classroom activities, school events and functions, and governance and guidance. They went on to say that each parent's participation primarily benefits their own children. Other children may

suffer as a result of such child-centered advantages. For instance, a parent may put so much pressure on a teacher that the instructor may choose to prioritize his or her child above other students in the same classroom. This highlights the necessity of exercising caution when promoting specific types of Parental Participation.

2.4.1 Home-Based Participation

Home-based parental participation in education refers to the active participation of parents in their children's academic lives and learning experiences within the home setting. This type of participation can range from helping with homework to engaging in discussions about school activities, and it has been shown to significantly influence children's academic success. The importance of home-based parental participation has been extensively studied, and research highlights its positive influence on students' motivation, performance, and overall well-being (Epstein, 2001; Jeynes, 2007).

One of the key benefits of home-based parental participation is the improvement in students' academic achievement. When parents are engaged in their children's learning, whether through monitoring homework, providing resources, or offering emotional support, children are more likely to perform better academically (Fan & Chen, 2001). This participation encourages students to take learning seriously and fosters a sense of accountability. Additionally, it reinforces the skills and concepts learned in school, enhancing the child's understanding and retention of academic material. Parental participation also contributes to a positive attitude towards education, which is crucial for long-term academic success (Jeynes, 2007).

Beyond academic achievement, home-based parental participation plays a critical role in fostering emotional and social development. When parents actively engage with their children's education, it signals to the children that their education is valued. This,

in turn, can enhance the child's self-esteem and motivation to excel (Desforges & Abouchaar, 2003). Moreover, parents who create a positive, supportive learning environment at home can help their children develop better coping strategies for stress and challenges they may face in school. By discussing school-related issues and providing emotional support, parents can also mitigate negative influences, such as peer pressure or school-related anxiety, fostering resilience in their children (Zhang & Xie, 2021).

However, the extent to which parents can participate in their children's education is influenced by various factors. Socioeconomic status, cultural background, and parental education levels can influence the nature and scope of parental participation (Hara & Burke, 1998). For example, parents with higher attainment or those from higher-income households may have more time, resources, and skills to support their children's academic needs. In contrast, parents from lower-income families may struggle to provide the same level of support due to work commitments or limited access to resources. Cultural differences also shape parental expectations and participation in education. For instance, in some cultures, parents may not be as involved in homework assistance, instead placing trust in teachers to take the lead in a child's academic development (Hill & Tyson, 2009).

While these factors may create barriers to parental participation, research suggests that schools can play a significant role in facilitating home-based parental participation. By fostering strong home-school communication and providing resources and guidance to parents, schools can help overcome these challenges (Epstein, 2001). Additionally, involving parents in decision-making processes and school activities creates an inclusive environment that encourages participation across diverse families. Schools

that offer workshops, parenting classes, and volunteer opportunities can equip parents with the skills and confidence they need to support their children's learning at home.

Home-based parental participation is a crucial element in a child's journey. Its positive influence on academic achievement, emotional well-being, and social development cannot be overstated. While there are challenges to achieving consistent parental participation, efforts by schools to engage parents and support their participation can help bridge these gaps, ensuring all children benefit from a strong home-school partnership.

2.4.2 Home Supervision

The term "parents' home supervision of their children's education" describes the active participation and observation parents do to make sure their children are participating in class, finishing their assignments, and acquiring the skills they need to succeed in school. This component of parental participation is crucial because it establishes a disciplined setting where children can concentrate on their studies and form healthy study habits. Numerous studies have demonstrated the beneficial effects of family supervision on children's academic performance, behavior, and motivation (Fan & Chen, 2001; Hill & Tyson, 2009).

One of the primary ways parents engage in home supervision is by monitoring academic tasks, such as homework and study routines. Studies indicate that children whose parents closely monitor their academic progress tend to perform better in school (Jeynes, 2007). This participation not only ensures that assignments are completed on time but also provides an opportunity for parents to assess their children's understanding of the material. Moreover, parental monitoring can help detect early

academic difficulties, allowing for timely interventions that prevent small issues from becoming larger academic challenges (Epstein, 2001).

Establishing a structured home environment is another critical aspect of home supervision. Research has shown that children thrive in environments that have clear routines and expectations (Zhang & Xie, 2021). Parents who establish set times for homework, provide a quiet and distraction-free space, and regulate the use of electronic devices create conditions conducive to effective learning. This structure not only helps children stay focused on academic tasks but also fosters a sense of responsibility and time management. Consistent supervision of daily routines, such as ensuring children get enough sleep and have healthy meals, can further support cognitive functioning and academic performance. Parental participation in school related decision-making is also part of home supervision. Parents who are informed about their children's academic progress and school activities are better able to provide targeted support at home. Regular communication with teachers, attendance at parent-teacher conferences, and participation in school events allow parents to align their home supervision strategies with the expectations and needs of the school (Hoover-Dempsey & Sandler, 2005). By maintaining an ongoing dialogue with educators, parents are more likely to be aware of any academic challenges their children may face and can collaborate with teachers to develop solutions.

Additionally, emotional and motivational support are crucial part of home supervision. While direct monitoring of academic tasks is essential, providing emotional encouragement and positive reinforcement can have an even greater influence on students' motivation to succeed. Parents who praise their children for effort, perseverance, and improvement foster a growth mindset, which leads to higher

academic achievement (Dweck, 2006). Furthermore, when parents engage in conversations about goals and the importance of learning, they instill a sense of purpose and value in their children's education.

Home supervision does present certain difficulties, though, especially for families with lower socioeconomic status (SES) or less education. Financially disadvantaged parents may find it difficult to find the time to oversee homework, especially if they have several jobs or work long hours (Hara & Burke, 1998). In a similar vein, parents with little formal education may feel unprepared to help their children with their schooling or may not have access to academic materials or the internet, which could enhance their learning at home. Despite these difficulties, schools can help to lessen these challenges by offering parents, especially those from underprivileged backgrounds resources, training, and support (Epstein, 2001).

Parents' home supervision of their children's education is a vital component of academic success. Through monitoring academic tasks, establishing structured routines, engaging in school-related decisions, and offering emotional support, parents play a crucial role in creating an environment that fosters academic growth. While challenges exist, particularly for families facing socioeconomic difficulties, schools can help by providing resources and support to ensure that all children benefit from effective home supervision.

2.4.3 Home Discussion

Parents' conversations about their children's education at home have a significant influence on how they approach learning, how well they do in school, and how they create a supportive learning environment at home. A wide range of subjects are covered

in these conversations, such as academic achievement, school activities, long-term objectives, and the importance of education. According to research, parents who routinely discuss school with their children have a beneficial effect on their motivation, sense of self, and general academic achievement (Hill & Tyson, 2009; HooverDempsey & Sandler, 2005).

One of the primary benefits of home discussions is that they help reinforce the value of education. Children who hear positive conversations about learning are more likely to view education as important and worthwhile. When parents emphasize the long-term benefits of academic achievement, such as college admissions, career opportunities, and personal development, children develop a greater sense of purpose and motivation toward their studies (Desforges & Abouchaar, 2003). These discussions also help children understand the connection between effort and success, fostering a growth mindset that encourages persistence and resilience in the face of academic challenges (Dweck, 2006).

In addition to promoting the value of education, home discussions provide an opportunity for academic guidance and goal-setting. Parents who discuss their children's academic goals and progress regularly help their children set clear, achievable targets. These conversations can include discussions about improving grades, developing specific skills (e.g., reading or mathematics), or preparing for future milestones (Epstein, 2001). By engaging in such discussions, parents demonstrate that they are invested in their children's success, which in turn encourages students to take their studies seriously and work toward their goals. This active participation in academic planning helps children develop the skills needed for self-regulation, such as

time management and goal-setting, which are critical for academic success (Zimmerman, 2002).

Moreover, home discussions help parents understand their children's academic needs. When parents talk with their children about school, they gain insights into their children's academic strengths and weaknesses, their relationships with teachers, and any challenges they may be facing. These conversations provide a context for addressing issues, such as difficulties with specific subjects, social challenges, or lack of motivation. With this information, parents can better advocate for their children within the school system and offer tailored support at home. For example, a parent might discuss strategies for improving reading comprehension with a children struggling in English or help children develop better study habits for examination (Hoover-Dempsey & Sandler, 2005).

Parental discussions also have a significant influence on children's emotional and social development. When parents take the time to talk about school and show interest in their children's academic lives, it fosters a sense of emotional security. Children feel that their journey is important and that their parents are supportive and engaged. Such discussions can also help alleviate anxiety or stress related to school, as parents provide guidance on managing challenges and offer emotional support. This emotional connection strengthens the parent-child relationship and helps children navigate school-related pressures more effectively (Zhang & Xie, 2021).

However, the extent to which parents engage in these discussions can vary based on factors such as socioeconomic status (SES), education level, and cultural background. Parents with higher education levels may feel more confident in discussing academic

content, while those from lower-income backgrounds may face time constraints or lack the resources to engage in such conversations (Hara & Burke, 1998). Cultural factors also influence the nature of these discussions. In some cultures, there may be less emphasis on verbal communication about academic topics, while in others, discussions are a central part of family life (Hill & Tyson, 2009).

Despite these challenges, schools can play a significant role in promoting home discussions by providing resources and encouraging communication between home and school. Schools that actively engage parents through newsletters, parent-teacher conferences, and workshops can empower families to take an active role in their children's education. Additionally, schools can offer strategies for effective communication and support, helping parents overcome barriers to participation.

Home discussions about education are a critical aspect of parental participation that can significantly enhance children's academic outcomes. These conversations reinforce the value of education, provide guidance and goal-setting opportunities, and help parents understand their children's needs. While challenges exist, fostering open lines of communication between home and school can help bridge gaps and ensure that all children receive the support they need to succeed academically.

2.5 Challenges to Parental Participation

Parental participation in children's education is widely recognized as one of the most influential factors contributing to student success. Numerous studies have shown that when parents are actively engaged in their children's learning, it positively influences academic achievement, motivation, and emotional development (Jeynes, 2007; Hill & Tyson, 2009). However, despite the acknowledged benefits of parental participation,

many parents face a range of challenges that hinder their ability to fully engage in their children's education. These barriers can be psychological, social, economic, or institutional in nature, and they vary depending on factors such as socioeconomic status, cultural background, and the system in place. This study explored the various challenges parents encounter in becoming involved in their children's education, including time constraints, inadequate resources, background, language and cultural barriers, and the inadequate school support for parental participation.

2.5.1 Time Constraints and Work-Related Barriers

One of the most significant challenges to parental participation is time constraints. In modern society, many parents juggle work and family responsibilities, making it difficult to find time to participate in school-related activities. According to a study by Hara and Burke (1998), parents with full-time jobs, especially those with irregular or long working hours, often struggle to balance their professional duties with the demands of their children's education. This is particularly true for low-income families, where both parents may need to work multiple jobs to make ends meet. As a result, parents may find it challenging to attend parent-teacher conferences, help with homework, or participate in extracurricular activities.

Furthermore, work schedules may conflict with school events, such as meetings, workshops, or volunteer opportunities. For parents in low-income households, the financial pressures of maintaining employment can make them less likely to engage with schools. Even when parents are willing to participate, the inability to arrange time off from work can be a significant barrier (Epstein, 2001). Additionally, parents who

work in low-wage, hourly jobs may not have the flexibility to take time off for school-related activities without risking their income or job security.

2.5.2 Socioeconomic Barriers

Economic hardship and socioeconomic status (SES) significantly affect parents' ability to become involved in their children's education. Low-income families often face multiple barriers that hinder their ability to engage with schools. These may include financial strain, limited access to resources, and a lack of awareness of expectations. Research shows that parents from lower socioeconomic backgrounds are less likely to engage in school activities or provide academic support at home (Hara & Burke, 1998; Lareau, 2003).

One of the key challenges for low-income families is lack of access to resources. Families with limited financial resources may not be able to afford the books, toys, or internet access that can enhance their children's learning experiences (Fan & Chen, 2001). For instance, children from low-income households may not have access to a quiet, dedicated space for studying or reading, which can hinder their academic development. The absence of technological tools, such as computers or internet access, further limits parents' ability to help with assignments or engage in online learning platforms.

Moreover, parental education levels often correlate with SES, and parents with lower levels of education may feel less confident in their ability to support their children's academic needs. Research by Lareau (2003) highlights that working-class and poor parents are less likely to engage in direct academic support with their children, as they may feel ill-equipped to help with homework, particularly in subjects that require

higher levels of academic knowledge. This lack of confidence can create a sense of detachment from the process, which further limits participation.

2.5.3 Cultural and Linguistic Barriers

In addition to economic factors, cultural and linguistic barriers also play a significant role in hindering parental participation in education. For immigrant families, language differences can pose a significant challenge in communicating with teachers and school staff. Parents who do not speak the dominant language of the school may find it difficult to understand communication from the school, whether it be newsletters, emails, or reports on their children's progress (Hill & Tyson, 2009). This lack of understanding can prevent them from participating in important activities such as parent-teacher conferences, school events, or decision-making processes related to their children's education.

Beyond language, cultural differences in attitudes toward education and parental participation can also affect participation. In some cultures, there may be a greater emphasis on respecting authority figures and less emphasis on collaborative relationships between parents and teachers (Hoover-Dempsey & Sandler, 2005). For example, in certain Asian cultures, parents may feel that their role is primarily to provide financial and emotional support, rather than engaging directly in their children's academic work. This cultural distinction can lead to miscommunication or misunderstandings between parents and educators, potentially limiting the participation of parents in their children's learning.

Moreover, the cultural norms and expectations about the role of parents in education can differ widely across ethnic groups. In some cultures, there may be a stronger

reliance on formal systems to shape a child's development, leading to less parental participation at home. These cultural dynamics must be taken into account when attempting to foster greater parent-school partnerships (Harris & Goodall, 2008).

2.5.4 Inadequate School Support and participation

While schools are often seen as the main facilitators of parental participation, many schools fail to provide adequate support for engaging parents, particularly those from disadvantaged backgrounds. An inadequate outreach from schools can be a significant barrier to participation, especially when schools fail to create an inviting environment for parents. Hoover-Dempsey and Sandler (2005) argued that schools must actively promote and encourage parental participation by making efforts to reach out to families, particularly those from marginalized communities.

Some schools do not provide the necessary resources or training to help parents engage in their children's education. Many parents, especially those from lower SES backgrounds, may lack the skills or knowledge to support their children academically. Schools that offer workshops or informational sessions on topics such as helping with homework, understanding assessments, or supporting early literacy development can significantly improve parental participation (Epstein, 2001). However, when schools do not offer such resources, parents may feel unprepared or unsupported in their attempts to help their children succeed.

Moreover, the school climate plays a significant role in fostering or hindering parental participation. A school that does not actively cultivate relationships with families or does not provide a welcoming environment for parent participation may inadvertently discourage participation. For instance, parent-teacher meetings that are scheduled

during work hours, or that are difficult to attend due to logistical constraints, may exclude certain families. Additionally, schools may unintentionally alienate parents by not considering their cultural backgrounds or communication preferences, further exacerbating the barriers to participation (Desforges & Abouchaar, 2003).

2.5.5 Psychological Barriers and Parent Beliefs

Psychological barriers also play a significant role in shaping the level of parental participation in education. Some parents may feel alienated from the process due to past negative experiences with the school system. Parents who had unfavorable or limited experiences themselves may feel disengaged from their children's schooling or uncertain about their role in supporting education (Hoover-Dempsey & Sandler, 2005). In these cases, parents may lack confidence in their ability to contribute meaningfully to their children's academic lives, resulting in lower levels of participation.

Additionally, parents who feel that their participation is either unwelcome or undervalued by educators may become discouraged from further participation. For instance, parents who feel that teachers are dismissive or condescending may avoid future interactions, undermining the partnership between home and school (Jeynes, 2007). This lack of trust can perpetuate a cycle of nonparticipating, limiting the effectiveness of any efforts to encourage greater parental participation.

Parental participation in education is crucial for children's academic success, but a wide range of challenges can prevent parents from actively engaging with their children's learning. Barriers such as time constraints, socioeconomic factors, cultural and linguistic differences, lack of school support, and psychological barriers all contribute to the difficulties parents face in becoming fully involved in their children's education.

Schools and policymakers must work to address these challenges by providing resources, fostering inclusive and welcoming environments, and ensuring that all parents, regardless of their background or circumstances, are supported in their efforts to contribute to their children's academic success. By overcoming these barriers, schools and parents can form strong partnerships that enhance outcomes for all students.

2.6 Strategies to Improve Parental participation in Early Childhood Education

Parental participation in early childhood education is a crucial component in fostering children's academic, social, and emotional development. Research highlights the substantial benefits of engaging parents in their children's education, including enhanced academic achievement, improved social skills, and stronger parent-child relationships (Desforges & Abouchaar, 2003; Epstein, 2001). This thesis explored strategies to enhance parental participation in early childhood education, drawing from evidence-based practices and theoretical frameworks.

2.6.1 Building Effective Communication Between Parents and Educators

Establishing clear, consistent, and open communication channels between parents and educators is foundational to fostering parental participation. Effective communication ensures that parents are informed about their child's progress, upcoming activities, and areas where support is needed. Strategies include:

1. Regular Updates: Sharing progress reports, newsletters, and personalized notes about the child's development (Epstein, 2001).
2. Digital Platforms: Leveraging technology such as apps or emails for real-time updates and interactive communication (Hill & Tyson, 2009).

3. Parent-Teacher Conferences: Holding structured yet flexible meetings to discuss children's progress and mutual expectations (Harris & Goodall, 2008).

Such communication builds trust and empowers parents to play an active role in their children's education (Fan & Chen, 2001).

2.6.2 Providing Parent Education and Workshops

Many parents lack confidence or knowledge about how to support their children's early learning. Schools can bridge this gap by offering workshops and training programs.

These programs can cover topics like:

Reading Strategies: Teaching parents how to read effectively with their children to promote literacy skills (Desforges & Abouchaar, 2003).

Behavior Management: Offering guidance on fostering positive behavior and managing challenging situations at home. (Bailey, B. A. 2015)

Understanding Development: Providing insights into age-appropriate developmental milestones and how parents can support them. (Berk, L. E. 2021)

Parent education enhances parents' skills and confidence, enabling them to engage more effectively in their children's education (Hoover-Dempsey et al., 2005).

2.6.3 Creating a Welcoming School Environment

A school environment that feels inclusive and welcoming encourages parents to participate in school activities. Strategies include:

1. Cultural Sensitivity: Recognizing and respecting the diverse cultural backgrounds of families and incorporating these into school events and curricula (Harris & Goodall, 2008).
2. Parent-Friendly Spaces: Designating areas in schools where parents can gather, connect, and access resources. (Epstein, J. L., & Sheldon, S. B. 2016).
3. Invitations to Participate: Actively inviting parents to volunteer in classrooms, on field trips, or during school events (Hara & Burke, 1998).

A welcoming atmosphere reduces barriers to participation and fosters a sense of community (Fan & Chen, 2001).

2.6.4 Home-Based Learning Support

Supporting parents to engage in home-based activities is an effective way to enhance early learning outcomes. Schools can:

- Provide Learning Materials: Supply parents with books, worksheets, or toys tailored to their child's developmental stage (Hill & Tyson, 2009).
- Guidance on Routines: Encourage structured routines that include time for reading, play, and learning activities. (American Academy of Pediatrics, 2023)
- Family Projects: Assign collaborative projects that require parent-child interaction, such as creating crafts or exploring nature together. (Epstein, J. L. 2001).

When parents actively participate in home learning, children demonstrate better academic and social outcomes (Desforges & Abouchar, 2003).

2.6.5 Strengthening School-Family Partnerships

Building a collaborative relationship between schools and families ensures that both parties work towards common goals. Effective partnerships can be fostered through:

1. **Shared Decision-Making:** Involving parents in school governance through parent councils or committees (Epstein, 2001).
2. **Collaborative Goal Setting:** Working with parents to establish shared academic and behavioral objectives for children. (Christenson, S. L., & Sheridan, S. M. 2001)
3. **Feedback Mechanisms:** Creating opportunities for parents to provide input and share concerns. (Epstein, 2001).

Such partnerships empower parents and create a shared sense of responsibility for children's education (Harris & Goodall, 2008).

2.6.6 Addressing Barriers to Participation

Barriers such as time constraints, language differences, or socioeconomic challenges often hinder parental participation. Schools can adopt inclusive strategies to address these barriers:

- **Flexible Scheduling:** Offering meetings and events at varying times to accommodate working parents (Hara & Burke, 1998).
- **Translation Services:** Providing language support for non-English-speaking families to ensure accessibility. (National Education Association (NEA) 2016).
- **Transportation and Childcare:** Assisting with logistics to make participation feasible for families with limited resources. (Henderson, A. T., & Mapp, K. L. 2002).

Addressing barriers ensures equitable participation and inclusivity (Hill & Tyson, 2009).

2.6.7 Promoting Positive Parent-Child Relationships

Parental participation should not only focus on academic support but also nurture strong parent-child relationships. Schools can encourage:

1. Parent-Child Activities: Organizing events such as family reading nights or interactive workshops. (Jeynes, W. H. 2012)
2. Emotional Support Training: Teaching parents' strategies to foster their children's emotional well-being. (Nelsen, J., Lott, L., & Glenn, S. 2020).
3. Recognition of Achievements: Celebrating milestones achieved through parent child collaboration. (Gottfried, A. W. 2013).

These initiatives strengthen bonds and enhance the overall learning experience (Fan & Chen, 2001).

2.6.8 Leveraging Community Resources

Collaboration with community organizations can extend support for parents and children. Schools can:

Partner with Libraries: Encourage family visits to access books and storytelling sessions (Epstein, 2001).

Engage Local Experts: Invite community members to provide workshops or mentoring for parents. (Epstein, 2001).

Access Social Services: Connect families with health, nutrition, and financial support programs. (Epstein, 2001).

Community participation enriches the resources available to parents and fosters a broader support network (Hara & Burke, 1998). Parental participation in early childhood education is a dynamic and multifaceted process that requires deliberate strategies to foster participation. By building effective communication, providing education and support, creating a welcoming environment, and addressing barriers, schools can empower parents to play an active role in their children's education.

Additionally, nurturing school-family partnerships and leveraging community resources further enhance the influence of these efforts. Ultimately, a collaborative approach benefits not only the children but also strengthens the broader community.



CHAPTER THREE

METHODOLOGY

3.0 Overview

This chapter deals with the research methodology which includes research paradigm, research approach, design, study area, target population, sample and sampling techniques, data collection instrument, data collection process, data analysis procedure and ethical considerations.

3.1 Research Paradigm

The Interpretivism Paradigm was selected for the research. The Interpretivist paradigm emphasizes understanding human behavior and social phenomena from the perspective of those involved (Cohen, Manion, & Morrison, 2018). This paradigm is grounded in the belief that reality is socially constructed and best understood through the meanings and experiences of individuals (Bryman, 2016). In the context of examining parental participation in learners' activities at early childhood centers in the Ga West Municipality, the Interpretivist paradigm is highly relevant as it seeks to explore how parents perceive, engage in, and influence their children's learning experiences.

By employing this paradigm, researcher aimed to delve into the subjective experiences of parents, teachers, and administrators to understand the motivations, challenges, and cultural factors that shape parental involvement. For example, it allows for an in-depth exploration of how parents in the Ga West Municipality perceive their roles in supporting their children's early education, as well as the barriers they may face, such as economic constraints or limited time due to work commitments (Yin, 2018).

The Interpretivist approach also facilitates the use of qualitative methods such as interviews and focus groups, which are essential for capturing rich, detailed accounts of parental involvement. These methods align with the paradigm's goal of understanding the lived experiences of individuals in their specific sociocultural contexts (Creswell & Poth, 2017).

Through the Interpretivist paradigm, the study not only highlighted the factors influencing parental participation but also provides insights into how early childhood centers can foster more meaningful collaborations with families to enhance outcomes. Ultimately, this paradigm underscores the importance of context, meaning, and human interaction in understanding and promoting parental engagement in early childhood education.

3.2 Research Approach

The study used the qualitative research approach. Qualitative research is a methodological approach aimed at exploring and understanding the meaning individuals or groups ascribe to a social or human problem (Creswell & Poth, 2017). This approach emphasizes depth over breadth, focusing on the lived experiences, perspectives, and contextual nuances of participants. In the context of parental participation in learners' activities at early childhood centers in the Ga West Municipality, qualitative research provides an invaluable framework for examining the dynamics, motivations, and barriers that influence parental involvement.

Moreover, utilizing qualitative instruments such as interviews and focus groups enables the collection of rich, detailed data that offer deep insights into parents' perspectives, experiences, and perceptions (Merriam, 2002). This data can illuminate

the specific ways parental participation influences early childhood learning outcomes (Miller, 2020). Additionally, qualitative research offers flexibility in data collection, allowing researcher to adjust their questions and strategies based on participant responses and emerging themes. This dynamic approach fosters an organic and in-depth exploration of the research topic (Allan, 2020).

Early childhood education involves intricate interactions among parents, children, and educators. Qualitative research prioritizes the lived experiences and viewpoints of participants, capturing their narratives and emphasizing the human dimension of parental participation. This study aims not only to investigate areas where parents are engaged in activities but also to explore the challenges they encounter and strategies to enhance their involvement. Qualitative research facilitates a holistic examination of these elements, offering valuable insights into the barriers and enablers of parental participation (Allan, 2020).

Key characteristics of this approach include: Contextual Understanding: Qualitative research prioritizes the sociocultural, economic, and institutional contexts in which parental participation occurs. In the Ga West Municipality, understanding how local traditions, economic challenges, and policies influence parental engagement is essential.

Focus on Lived Experiences: This approach aims to capture the personal experiences of parents, teachers, and administrators in early childhood centers. Through interviews and observations, qualitative research explores how these stakeholders perceive and navigate parental participation. (Epstein, J. L 2001)

Flexibility in Research Design: Unlike quantitative methods, qualitative research allows for adaptability, enabling researcher to adjust their questions and focus based on emerging insights (Merriam & Tisdell, 2016).

Rich, Descriptive Data: The findings are presented in detailed narratives that provide a holistic understanding of parental participation, highlighting its complexities and subtleties. (Epstein, 2001)

Parental participation in early childhood education is a multidimensional concept influenced by various factors, including cultural norms, socioeconomic status, and institutional practices. In the Ga West Municipality, these factors interact uniquely, requiring a methodological approach capable of capturing their depth and diversity.

3.3 Research Design

A phenomenological research design provides an appropriate qualitative approach to explore the lived experiences of parents regarding their involvement in early childhood education within the Ga West Municipality.

The phenomenological design was adopted for this study because it seeks to understand and interpret parents lived experiences and perceptions of their participation in learners' activities at early childhood centres in the Ga West Municipality. Phenomenology is appropriate as it focuses on uncovering the essence and meaning individuals attach to their experiences rather than measuring their frequency or extent (Creswell, 2013; Moustakas, 1994).

Through in-depth interviews and reflective analysis, this design enables the researcher to explore how parents perceive their roles, the forms their participation takes, the barriers they encounter, and their suggestions for improvement. The phenomenological

approach aligns with the study's objectives, which emphasis understanding subjective meanings and contextual realities rather than producing generalizable findings.

Moreover, its emphasis on rich, descriptive data and interpretive depth ensures a comprehensive understanding of parental engagement within the social and cultural context of the Ga West Municipality.

3.4 Study Area

The Ga West Municipality, located in the Greater Accra Region of Ghana, is an increasingly significant urban and local area that plays a vital role in the broader Accra Metropolitan Assembly. As one of the administrative areas that make up the Accra Metropolis, the municipality lies to the west of the capital city, Accra, and has witnessed rapid growth over recent decades. This urbanization trend has transformed the area into a hub of diverse ethnic and socioeconomic groups, significantly influencing its social, economic, and infrastructural landscape. According to the 2021 population census, Ga West Municipality has a population exceeding 500,000 residents, reflecting the region's expanding demographic and its growing importance within the Greater Accra area.

The municipality spans about 195 square kilometers and is home to various towns, each with unique characteristics. Amasaman, the municipal capital, serves as the administrative and commercial center, bustling with activities and businesses. It has become a prime urban area, contributing significantly to the overall growth of the municipality. Alongside Amasaman, towns such as Pokuase, Achimota, and many others form part of the municipality, contributing to its diverse social fabric. These towns, together with surrounding rural communities, exhibit a mix of urban and local characteristics. In some areas, high-density residential settlements dominate, reflecting

the rapid urbanization that has accompanied migration from other parts of Ghana to the city. On the other hand, the rural zones in Ga West Municipality continue to have agricultural roots, with farmlands and smaller communities that are less urbanized.

This diversity between urban and rural areas within the municipality is a critical factor in understanding the varying demands for resources and services, including education. As the urban population has grown, so too has the demand for facilities, ranging from early childhood education centers to primary schools. These institutions face the challenge of catering to an increasingly diverse student body, with children coming from different socioeconomic backgrounds. In the more urbanized sections, such as Amasaman and Pokuase, there is greater access to resources, trained teachers, and modern infrastructure, which helps to improve the quality of education. However, in rural areas, facilities often face challenges such as inadequate infrastructure, fewer qualified teachers, and limited access to learning materials.

The rapid growth of the population and the expansion of urban areas have also brought about changes in the municipality's social structure, influencing the types of services required. With more families moving into the area, there is a significant increase in the number of young children requiring early childhood education. This demographic shift places additional pressure on early childhood centers, which must accommodate the rising demand for places. In response, both public and private early childhood education centers have been established across the municipality, aiming to provide quality education for children aged 3 to 6 years.

In Ga West Municipality, early childhood education has become an increasingly important focus for local government authorities and stakeholders. The region is

actively working towards improving access to early childhood education, particularly in the more rural and underserved areas, where access to formal education might be limited. By investing in the development of infrastructure and teacher training, the municipality aims to ensure that young children have a strong foundation for future learning. However, the challenges posed by the rapid urbanization, population growth, and socioeconomic disparities in the area require continued efforts to improve and expand opportunities, especially for the youngest learners.

The Ga West Municipality's rapid urbanization and population growth have led to an increased demand for services, including early childhood education. The municipality's mix of urban and rural areas presents both opportunities and challenges in meeting these needs. As the municipality continues to develop, ensuring equitable access to quality education, particularly for young children in rural and underserved areas, remains a critical priority for the local authorities.

3.5 Population

The Ga West Municipality is divided into 12 clusters of circuits by the Ghana Education Service with a total of 73 public primary schools and 201 private primary schools with 36 having early child centres. Each circuit had a total of 23 schools.

The population for the study included all parents who have their wards enrolled in the 36 early childhood centres in the Ga West Municipality. The targeted population included parents from selected public basic schools with early childhood centers namely; Mahean Municipal Assembly Basic School, Nsakina Municipal Assembly Basic School, Sacred Heart Catholic School, Medie Presbyterian school and Samsam Odumase Municipal Assembly Basic School.

3.6 Sample and Sampling Techniques

The study used a convenient sampling technique to select 15 parents who had their children enrolled in early childhood centres within the Ga West Municipality.

Convenient sampling technique is widely employed in social sciences research due to its accessibility and ease of implementation (Etikan et al., 2016). It involves selecting participants who are readily available to the researcher, making it suitable for exploratory studies or when resources are limited. This method had significant implications when applied to studying parental participation in learners' activities, particularly in the early childhood centres of the Ga West Municipality.

This method was deemed appropriate because the study focused on parents of learners enrolled in early childhood centres within the Ga West Municipality a group that is often characterized by busy work schedules, limited availability, and diverse socioeconomic backgrounds.

Given these factors, gaining access to all potential participants through probability-based methods such as random sampling would have been both time-consuming and logistically impractical. Convenience sampling, therefore, provided a feasible means to gather rich and relevant data from those parents who were available and willing to participate within the study's time frame. This approach also allowed the researcher to capitalize on existing relationships with early childhood centres, thereby ensuring a smooth data collection process without disrupting school or parental routines.

Moreover, convenience sampling aligns with the qualitative orientation of the study, which seeks to gain in-depth understanding rather than statistical generalization. Since the focus was on exploring the nature, forms, and challenges of parental participation

in early childhood education, the technique allowed the researcher to interact closely with parents who had direct experiences and insights into the phenomenon. As argued by Creswell and Creswell (2018), in qualitative inquiries, accessibility and the richness of information are more valuable than representativeness, making convenience sampling an appropriate methodological choice.

The selection of fifteen (15) parents was guided by both methodological and practical considerations consistent with qualitative research standards. In qualitative studies, the emphasis is placed on obtaining depth of understanding rather than numerical adequacy (Patton, 2015). A sample size of fifteen parents provided a manageable yet sufficiently diverse group that allowed the researcher to capture variations in parental experiences, attitudes, and levels of involvement across different early childhood centres within the Ga West Municipality.

Additionally, the sample size aligns with recommendations by Guest, Bunce, and Johnson (2006), who noted that data saturation in qualitative studies often occurs within the first 12 to 15 interviews. Also, Creswell, J. W. (2013), notes that for phenomenological research, the number of participants typically ranges from 5 to 25 individuals, depending on the depth of information required and the nature of the phenomenon being studied. Thus, interviewing fifteen parents was adequate to ensure data saturation the point at which no new themes or insights emerge. This number also allowed the researcher to maintain meaningful engagement and rapport with each participant, enabling a deeper exploration of personal experiences, motivations, and barriers to participation.

3.7 Data Collection Instrument

The data collection instrument used in this study was an interview guide. An interview guide is essential for maintaining focus during interviews and ensuring consistency across participants. It serves as a road map to elicit comprehensive responses while allowing flexibility for follow-up questions. According to Patton (2002), a well-prepared guide ensures that the discussion covers critical areas without restricting the natural flow of conversation. This is particularly important in the context of early childhood education, where diverse parental perspectives and experiences must be captured.

The interview guide was tailored to the socio-cultural and economic realities of the Ga West Municipality. Open-ended questions allowed the parents to express themselves freely, offering insights into localized practices and beliefs about early childhood education. Flexibility was critical, as participants introduced unanticipated but valuable perspectives. The interview guide aligned with the study's objectives and explore key themes related to parental involvement, barriers, and support mechanisms. A semi-structured interview guide is a flexible yet organized tool for gathering detailed qualitative data. It enabled researcher to explore key themes while allowing participants to express their unique perspectives. This instrument combines pre-determined questions with the flexibility to probe for deeper insights or explore emerging topics (Creswell & Creswell, 2018).

The semi-structured format was particularly suitable for this topic, as it accommodates the diverse socio-economic, cultural, and backgrounds of parents in the municipality, fostering rich, context-specific data collection (Patton, 2002).

3.8 Trustworthiness of the Instrument

Trustworthiness in qualitative research refers to the quality, rigor, and reliability of the study's design, data collection, and interpretation processes (Lincoln & Guba, 1985).

Trustworthiness was evaluated through four key components: credibility, dependability, confirmability, and transferability, along with authenticity and reflexivity (Lincoln & Guba, 1985).

3.8. 1 Credibility

Credibility refers to the confidence in the truth of the findings and whether the data accurately represent the participants' perspectives (Lincoln & Guba, 1985). In the context of the interview guide, credibility was achieved by designing questions that elicit rich, detailed responses. Open-ended questions such as "Can you describe how you participate in your child's school activities?" allow participants to share their authentic experiences.

Additionally, credibility was enhanced through triangulation, which involves using multiple sources of data or methods to corroborate findings (Shenton, 2004). For example, combining interviews with observations of parental participation at early childhood centres provided a fuller understanding. Member checking, where participants review and validate the findings, also strengthens credibility by ensuring their views are accurately represented.

3.8. 2 Dependability

Dependability focused on the consistency of the research process over time. (Lincoln & Guba, 1985). For the interview guide, dependability was achieved by providing a clear and detailed explanation of the guide's development process. This included

outlining the rationale for question selection, how questions align with research objectives, and pilot testing the guide to ensure clarity and relevance.

An audit trail, which documents all decisions, procedures, and changes made during the study, further supports dependability. For instance, if a question is revised after pilot testing due to participant feedback, this modification should be documented. Dependability also benefits from peer review, where colleagues or experts evaluated the guide and the study design to ensure methodological rigor (Shenton, 2004).

3.8. 3 Confirmability

Confirmability ensured that the study findings are shaped by participants' experiences and not researcher bias or preferences (Lincoln & Guba, 1985). A transparent and reflexive approach in designing and using the interview guide was essential. Researcher acknowledged assumptions, biases, and positionality in relation to the topic.

The use of direct quotes from participants enhanced confirmability, as it grounds the findings in the participants' words rather than the researcher's interpretation.

Additionally, maintaining a reflexive journal throughout the study helped researcher to critically examine how values and decisions influenced the research process (Creswell & Creswell, 2018).

3.8. 4 Transferability

Transferability refers to the extent to which the findings can be applied to other contexts or groups (Lincoln & Guba, 1985). While qualitative research does not aim for broad generalizability, it seeks to provide enough contextual detail to allow readers to determine relevance to their own settings. For the interview guide, this meant

including questions that captured the specific socio-cultural and economic realities of the Ga West Municipality.

Thick description is a critical tool for transferability, involving detailed accounts of the research context, participant demographics, and study findings (Shenton, 2004). By providing comprehensive descriptions, the researcher enabled readers to assess whether the findings are applicable to their own situations.

3.9 Ethical Considerations

Ethical considerations are crucial in qualitative research. To ensure participants' rights, dignity, and confidentiality are upheld. In this study, several ethical principles were followed. First, informed consent was taken from participants, meaning participants were fully aware of the research's purpose, their involvement, and their right to withdraw at any point without consequence (Creswell & Creswell, 2018). Participants were provided with clear, understandable consent forms that outline the study's goals, procedures, and potential risks.

Confidentiality was another key ethical consideration. All personal data collected during the interviews were anonymized to protect the identity of the participants. This included ensuring that any identifying information is securely stored and only accessible to the researcher (Shenton, 2004). Additionally, the participants were assured that their responses will only be used for research purposes and not shared with any unauthorized individuals.

Moreover, the researcher approached the participants with respect, ensuring that they were not coerced or manipulated into providing certain answers (Lincoln & Guba, 1985). It was also vital to consider cultural sensitivities, especially when engaging with

diverse parental groups in the municipality. Sensitivity to local norms and practices regarding education and family structures promoted ethical and respectful interactions (Berger, 2015)

3.10 Data Analysis Procedures

The data collected from the interview was transcribed verbatim and analyzed using thematic analysis. Thematic analysis is a widely used method for analyzing qualitative data, particularly in studies exploring experiences, perceptions, and behaviors (Braun & Clarke, 2006). It involves identifying, analyzing, and reporting patterns (themes) within the data. In the context of this study, thematic analysis allowed the researcher to understand the underlying factors, barriers, and motivations influencing parental involvement. Thematic analysis provided flexibility, enabling the researcher to explore rich, detailed accounts of participants' experiences while generating meaningful insights that are closely tied to the research questions (Braun & Clarke, 2006).

Thematic analysis offered a flexible, systematic approach to identifying and interpreting patterns within the qualitative data. (Braun & Clarke, 2006). By applying thematic analysis, the study generated deep insights into the barriers and facilitators of parental involvement, as well as the broader socio-cultural factors that shape engagement. Thematic analysis also provided a thorough framework for comprehending the intricate dynamics of parental involvement, ultimately informing strategies to enhance outcomes for young learners. (Braun & Clarke, 2006).

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Overview

This chapter contains the data presentation, analysis and discussion of the findings.

4.1 Demographic Information of the participants

The qualitative data for this study was gathered through interviews with 15 parents whose children attended the schools sampled for the study. To ensure confidentiality, participants were identified using coded labels rather than their actual names. Data collection reached saturation at the 15th participant, indicating that no new significant insights were emerging from subsequent interviews. According to Creswell (1998), in qualitative research, the participants should not be more than 15. Consequently, the analysis focused on data from the first 15 participants.

The study involved a diverse group of 15 parents, each bringing unique experiences, occupations, and backgrounds. The participants included both males and females, ranging in age from 27 to 45 years. Their professional engagements varied, encompassing roles in healthcare, education, skilled trades, and entrepreneurial ventures. The participants were distributed across genders, with 10 females and 5 males. This representation provided insights from both perspectives regarding parenting experiences and responsibilities. Majority of the participants were in their 30s and 40s, suggesting that they had substantial parental experience and could provide meaningful insights into family life and children upbringing.

The study included participants from various occupational backgrounds, illustrating a rich blend of professions and work experiences: One participant, a 28-year-old male, worked as a nurse. His insights provided valuable perspectives on health-related aspects of parenting, especially concerning children wellness and medical care. A significant number of the participants were teachers (3 in total, both male and female). Their professional experiences enabled them to provide informed perspectives on education and children development. The teachers' ages ranged from 28 to 40 years, reflecting different career stages and levels of professional exposure. Some of the participants worked in technical and skilled trade roles, including a carpenter (40-year-old male), and painter (40-year-old male). These parents, with their hands-on expertise, contributed insights into balancing physically demanding work with parenting responsibilities.

Several of the participants engaged in business-related activities, including traders (30-year-old male and 45-year-old female), a 44-year-old hawker, and a 31-year-old hairdresser. Their participation in informal and self-employed sectors highlighted challenges and strategies in managing work flexibility while raising children. A 32-year-old male contractor and a 33-year-old male accountant represented individuals working in structured, full-time occupations. A 45-year-old female lawyer was the only legal professional in the study, bringing a unique perspective on parenting from a legal and possibly higher-income standpoint. A 28-year-old male driver reflected the experiences of transport-sector workers in managing family life.

The participants had diverse qualifications, ranging from junior high school to tertiary education. Majority of the participants attained higher education, primarily teachers,

an accountant, a lawyer and a nurse. Their background likely influenced their perspectives on structured learning environments and children development.

The study's participants reflected a well-rounded sample of parents with varying ages, professions, and education levels. The mix of skilled professionals, self-employed individuals, and educators provided comprehensive perspectives on parenting in different socioeconomic contexts. Their diverse backgrounds enriched the qualitative research, offering nuanced insights into the experiences and challenges of raising children in different occupational and circumstances.

4.2 Research question one: What is parents' perception of their roles in learners' education at the Ga West Municipality early childhood centers?

The data collected in relations to this research question were presented under the following themes as deduced from the responses of the study participants; themes:

Parents as Educators, Parents as Facilitators, Parents as Collaborators, and Differing Levels of Awareness.

4.2.1 Parents as Educators

One of the main perceptions of parental roles that emerged from the interview was that some of the participants mentioned that they are actively involved in their children's education by playing a teaching role at home and by supporting academic and moral learning. Some of the participants remarked that:

As a nurse, I believe it's my responsibility to teach my children basic skills like counting, reading, and writing before they even start school. (Parent 1)

I am a driver I understand the importance of education. I think my role is to teach my children good manners and morals, while the school focuses on academic subjects. (Parent 6)

As a painter, I would like to help my children with their studies, but I often don't know how to teach them, especially with subjects I didn't learn in school. (Parent 9)

The comments suggest that the parents play a crucial role in their children's education, with their involvement shaped by personal experiences, professions, and confidence in academic instruction. Some of them take an active role in teaching fundamental skills such as reading, writing, and counting before their children begin school, emphasizing early academic preparation. Others view their role as primarily fostering moral development and good behavior, leaving formal education to teachers. However, some parents, despite wanting to support their children's studies, feel limited by their own background and lack the necessary skills to assist with academic subjects. These varying perspectives highlight the diverse ways in which the parents engage in their children's learning. While all the parents recognize the value of education, their level of involvement differs based on their abilities and beliefs. This underscores the need for parental support programs that equip them with effective strategies to contribute to their children's academic success, regardless of their own background.

4.2.2 Parents as Facilitators

Another perception of parental roles that emerged from the interview was that some of the participants mentioned that they provide resources, materials, or a conducive environment to support learning. Some participants remarked that:

As a carpenter, I ensure my child has all the necessary materials for school, such as books, pencils, and a school bag. However, sometimes it's a challenge to buy extra learning tools like storybooks because of financial constraints. I try my best to make up for this by creating a quiet space at home for studying. (Parent 15)

I believe my role is to provide my children with what they need for school, including a comfortable chair and desk for doing homework. I also ensure there's a set time every evening for them to focus on studies, and I keep distractions like television and noise to a minimum during this time. (Parent 7)

My approach to supporting my children is more interactive. Apart from providing learning materials, I spend time reading with them or helping them with their assignments. Sometimes, I buy games or puzzles that can make learning fun and engaging. It's my way of ensuring they are motivated to learn. (parent 13)

The data suggest that the parents play a crucial role in facilitating their children's education by providing essential learning materials, creating supportive environments, and engaging in interactive learning activities. Some of the parents focus on ensuring their children have the necessary school supplies and a structured study space, recognizing the importance of a distraction-free environment for academic success. Others go beyond material support by actively participating in their children's learning through reading, assisting with assignments, or incorporating games to make studying enjoyable. However, financial constraints can sometimes limit access to additional learning tools, yet the interviewees compensate by fostering positive home learning environments. These efforts highlight the diverse ways parents facilitate education, demonstrating that their involvement is essential in shaping their children's academic motivation and success. Encouraging parental engagement through support programs can further enhance their ability to contribute effectively to their children's learning.

4.2.3 Parents as Collaborators

Another perception of parental roles that emerged from the interview was that some of the participants mentioned that they collaborate with teachers and schools to enhance their children's experiences. Some participants remarked that:

I make it a priority to attend parent-teacher meetings and actively participate in school events. I also communicate regularly with my children's teacher through meetings to understand their academic progress and challenges. Together, we develop strategies to support my children's learning at home. (Parent 13)

As a constructor, I usually rely on the teacher to guide my children's education since they are the experts. I attend meetings when necessary but don't interfere much unless there's a problem. (Parent 2)

I work closely with the school to ensure that my children's individual needs are met. For instance, I advocate for specific accommodations or enrichment programs, and I often suggest ideas for projects that align with my children's interests and strength. This way, I feel like I'm a partner in their education. (Parent 4)

When my children struggle, I collaborate with teachers to Investigate solutions. For example, we worked together to create a personalized learning plan that combines resources from home and school to address specific needs. (Parent 5)

As a driver, I actively participate in school committees and policy discussions to ensure that parent voices are heard. I feel that this participation helps create a more inclusive environment that benefits all learners, including my children. (Parent 6)

I actively encourage teachers to provide feedback not just about academics but also about my children's social and emotional well-being. In return, I share updates about any changes at home that might affect my children at school. (Parent 10)

The data suggests that parental collaboration with schools plays a vital role in supporting children's academic, social, and emotional development. Many parents engage actively by attending meetings, maintaining communication with teachers, and working together to address their children's learning needs. Some parents take a more involved role by advocating for individualized support, suggesting enrichment programs, and participating in school committees to influence policies that benefit all students. Others prefer a more hands-off approach, trusting teachers as experts while stepping in when necessary to address challenges. Additionally, some parents emphasize a two-way exchange of information, ensuring that teachers are aware of changes at home that may impact their children's well-being. These diverse forms of collaboration highlight the importance of strong school-family partnerships in enhancing student success. Encouraging structured parental engagement can further strengthen these relationships and promote inclusive learning environments

4.2.4 Differing Levels of Awareness

Another perception of parental roles that emerged from the interview was that, based on the variations in understanding of their roles based on background and Cultural influences shaping their perceptions of their responsibilities. Some participants indicated that:

As a parent, I believe I am responsible for both the academic success and emotional well-being of my children. My education has taught me the importance of balanced development. (Parent 15)

As a parent life has already given me so much to do. I see my role as making sure my children behaves properly and respects elders. Education is the teacher's job. (Parent 13)

I think I should help my children with studies, but only to the extent I can. I feel limited because I didn't get much education myself. (Parent 12)

As a lawyer, I understand that parenting requires more than providing basic needs. I try to be a guide, a mentor, and someone who helps shape my children's critical thinking skills. (Parent 11)

I've never really thought about it, but I suppose I've always raised my children the way my parents raised me. It just feels natural to teach them to respect elders both at home and school because that's how I was brought up. (Parent 14)

Living the village has really opened my eyes to how different parenting styles can be. I now realize that some of the strict rules I grew up with weren't about discipline, they were about maintaining cultural values. I try to balance those values with encouraging my children to think independently. (Parent 3)

As a trader with higher background, helping my children become better than I am is important to me. I've noticed parents in my community put a lot of pressure on children to succeed academically because it's seen as the only way out of poverty. I understand this, but I also feel it's important to let children be children and not burden them too early. (Parent 8)

The responses from parents highlight diverse perspectives on parenting responsibilities, shaped by education, culture, and personal experiences. Some parents see themselves as responsible for both their children's academic success and emotional

well-being, while others believe education is mainly the teacher's job, focusing instead on discipline and respect. Limited education affects some parents' ability to help with schoolwork, whereas those with higher education value critical thinking and mentorship. Cultural influences play a key role, as some parents try to balance traditional values with modern parenting approaches. Living in different environments also shapes parenting styles, with some realizing the importance of both academic success and children hood freedom. Overall, the responses show that parenting beliefs vary based on personal upbringing, education level, and cultural background, influencing how parents' guide their children's development.

4.2.5 Discussion

The responses from parents in the Ga West Municipality reveal diverse perceptions of their roles in their children's education. These perspectives are shaped by factors such as occupation, education level, cultural background, financial constraints, and personal experiences. Several of the parents believe that their role includes preparing their children academically before they begin formal schooling. Many take an active approach by teaching basic skills such as counting, reading, and writing at home (Hornby & Lafaele, 2011). Others engage in interactive learning by assisting with assignments, reading together, and using games to make learning engaging. These parents demonstrate a proactive approach to early childhood education, emphasizing the importance of foundational skills in literacy and numeracy.

Some of the parents focus primarily on shaping their children's moral character and behavior, leaving academic instruction to teachers. They believe their role is to instill good manners, respect for elders, and discipline while the school handles academic subjects. This perception aligns with cultural expectations that emphasize parental

responsibility in socialization and character development while educators handle formal teaching. Parental involvement in academic support is sometimes limited by background. Parents with lower levels of education often feel unqualified to assist their children with schoolwork, particularly in subjects they did not study themselves. This challenge underscores the importance of school-community partnerships that equip parents with resources and strategies to support their children effectively.

Financial constraints also play a role in shaping parental involvement in education. While many parents strive to provide essential school supplies, some struggle to afford additional learning resources like storybooks and materials (Jeynes, 2012). Despite these challenges, parents create conducive learning environments at home by ensuring a quiet study area, setting dedicated study times, and minimizing distractions. This demonstrates their commitment to education despite economic limitations. Active engagement with schools is another way parents support their children's education. Some prioritize attending parent-teacher meetings, maintaining regular communication with teachers, and advocating for their children's specific needs (Henderson & Mapp, 2002). Collaborative efforts between parents and teachers, such as developing personalized learning plans, ensure that children receive the necessary academic and emotional support for success. Cultural beliefs significantly influence how parents perceive their roles in education. Many parents rely on traditional upbringing methods, reinforcing discipline and respect in their children (Lareau, 2011). However, others attempt to balance cultural values with encouraging independence and critical thinking. Additionally, societal pressures to achieve academic success, often linked to economic mobility, influence parenting styles and expectations. Some of the

parents emphasize both academic success and emotional well-being. They see their role as providing holistic support by mentoring their children, fostering critical thinking, and ensuring their psychological development (Hoover-Dempsey et al., 2005). This perspective aligns with contemporary models that highlight the importance of emotional intelligence in overall academic performance.

Overall, parental perceptions of their roles in early childhood education at the Ga West Municipality vary significantly. While some of the parents take an active role in academic preparation and school collaboration, others focus on discipline, moral guidance, and financial support. Challenges such as limited education and financial constraints affect the extent to which parents can assist with schoolwork. Additionally, cultural traditions influence parenting styles, with some parents adhering strictly to traditional methods while others attempt to balance old values with modern expectations. The data collected suggest the need for greater parental engagement programs, school-community partnerships, and support systems to bridge the gap between parents and educators, ultimately enhancing children's experiences.

4.3 Research question two: What is the nature of parental participation in learners' activities at the Ga West Municipality early childhood centers?

The data collected in relations to this research question were presented under the following themes were deduced from the responses of the study participants; themes; Activities at Home, Activities at School, Community-Based Participation and Frequency and Intensity of Involvement.

4.3.1 Activities at Home

One of the main natures of parental roles that emerged from the interview was that some of the participants mentioned that they helped their children in activities such as homework, storytelling, or discussing school-related matters. Some of the interviewees remarked that:

As a nurse I really understand the importance of assisting my children. I help my children with homework every evening, ensuring they understand the tasks assigned and complete them on time. Sometimes, I look up additional resources to make learning easier for them. (Parent 1)

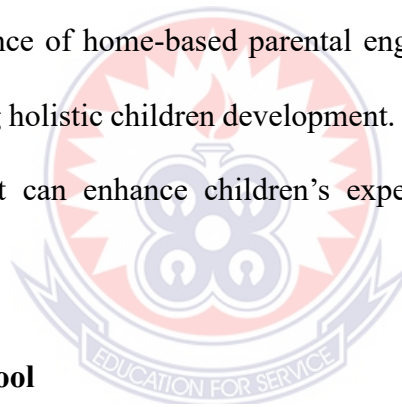
In the evenings and sometimes during weekends, I tell my children stories, sometimes from books and other times from our family's oral traditions. It's our bonding time, and I also use it to teach them moral lessons. (Parent 11)

I always ask my children about their day at school, what they learned, and if they had any challenges. We talk about their teachers and classmates, and I encourage them to share any concerns with me. (Parent 13)

As a driver, I've set up a daily study schedule at home where my children spend time revising what they learned in school and practicing additional exercises. I supervise to make sure they stay focused. (Parent 6)

I use everyday activities to teach my children, like counting items while grocery shopping or discussing the environment during a walk. These practical examples help them connect what they learn in school to real life. (Parent 5)

These comments suggest that parental involvement in home-based learning activities plays a crucial role in a children's development. Many parents actively assist with homework, ensuring their children understand schoolwork and providing additional resources when needed. Others use storytelling as a means of fostering literacy while also passing down moral and cultural lessons. Regular conversations about school experiences help parents monitor academic progress and provide emotional support, reinforcing a positive attitude toward learning (Hoover-Dempsey et al., 2005). Structured study schedules at home ensure consistency in learning, while interactive and practical learning experiences, such as counting during grocery shopping, help children connect academic concepts to real-life situations. These varied approaches highlight the significance of home-based parental engagement in reinforcing school learning and promoting holistic children development. Greater parental awareness and structured involvement can enhance children's experiences and overall academic success.



4.3.2 Activities at School

Another main nature of parental roles that emerged from the interview was that some of the participants mentioned that they attended parent-teacher meetings, volunteering, and supporting school programs. Some of the parents stated:

As a constructor, I make it a point to attend every parent teacher meeting. It helps me understand my children's progress, areas where they need support, and how I can contribute to their education. (Parent 2)

I volunteer in my children's classroom whenever I can, helping with activities like art projects and carrier day. It allows me to contribute to the learning process and understand the classroom environment better. (Parent 15)

As a member of the school's parent-teacher association. We meet regularly to discuss school policies, address issues, and organize events that benefit all learners. (Parent 4)

I contribute by donating books, supplies, or money during school fundraising activities. I believe these resources can help improve the quality of education for all children. (Parent 8)

The responses suggest that parental involvement in school activities plays a significant role in enhancing children's academic experiences and fostering a strong home-school connection. Attending parent-teacher meetings allows parents to monitor their children's progress and collaborate with educators to address learning challenges. Volunteering in classrooms and participating in school events, such as sports days and cultural programs, helps parents engage directly with the school environment while reinforcing the value of education. Active participation in parent-teacher associations contributes to school decision-making processes, ensuring that parents have a voice in policies that affect their children. Additionally, financial and material contributions, such as donating books, supplies, and funds, help improve resources and infrastructure. These activities demonstrate the crucial role parents play in supporting both their children's individual growth and the overall development of the school community.

4.3.3 Community-Based Participation

Another main nature of parental roles that emerged from the interview was that some of the participants mentioned that they engaged in broader community efforts to improve outcomes, such as advocacy or local initiatives. Some of the participants remarked that:

I regularly engage with local authorities and education officials to advocate for better facilities, such as more classrooms, teaching materials, and trained teachers for my child's school and other schools in the community. (Parent 7)

Sometimes, my child's school organizes local community campaign to encourage parent allow their children to attend schools in the area. I participate to raise awareness about the importance of early childhood education, encouraging parents to enroll their children in school and stay involved. (Parent 11)

As an accountant, I work with a local NGO that builds libraries and provides books to schools in underserved areas. We've recently completed a project in our community school which my child happens to be a learner of. (Parent 13)

As a carpenter I try my best to work with other parents to address issues like unsafe school routes by organizing communal labour to weed all the routes leading to my child's school to make it safe and also organize walking groups for children in our community. (Parent 15)

These comments suggest that Community-based participation plays a vital role in improving opportunities and creating a supportive learning environment for children. Parents who actively engage with local authorities and education officials help advocate for improved school infrastructure, ensuring that children have access to

adequate learning facilities. Others contribute by organizing free after school tutoring sessions, which provide academic support to students who may lack access to private tuition, thereby bridging gaps. Additionally, participation in community awareness campaigns encourages school enrollment and parental involvement, reinforcing the importance of early childhood education. Financial and material contributions, such as building libraries and providing books, enhance learning resources in underserved schools (Hoover-Dempsey et al., 2005). Furthermore, initiatives like maintaining safe school routes through communal labor demonstrate how collective parental efforts contribute to a secure and conducive learning environment. These actions highlight the broader impact of community driven support.

4.3.4 Frequency and Intensity of Involvement

One of the main sub- themes under the nature of parental roles that emerged from the interview was the frequency and intensity of their involvement. Where some of the participants mentioned that they often and deeply engage in activities, varying from occasional to frequent and intensive involvement. Some of the participants remarked that:

I am a hairdresser with very busy schedules. I try to attend school events like annual day celebrations or parent-teacher meetings when my work schedule allows.

(Parent 10)

As a hawker, I make sure to check my children's homework every evening when I return from selling and help if they have difficulties. (Parent 14)

As a trader, it is hard to make enough cash and I want my children to do better than I have done with my life. As a result, I communicate with my children's teacher almost every week to understand their progress and discuss any concerns. (Parent 3)

The comments indicate that frequency and intensity of parental involvement in children's education vary based on work schedules, economic conditions, and personal commitments. Some parents, due to demanding jobs, participate in school related activities only when time permits, attending major events like annual celebrations or parent-teacher meetings. Others, despite busy schedules, prioritize daily academic support by reviewing homework and assisting their children with schoolwork in the evenings. More engaged parents go a step further by maintaining consistent communication with teachers, ensuring they stay informed about their children's progress and addressing academic concerns in a timely manner (Hoover-Dempsey et al., 2005). This regular interaction fosters a stronger parent-teacher partnership, which can positively influence student performance. While the level of involvement differs, the shared goal among parents remains the same, ensuring their children receive the best possible education and opportunities for a better future.

4.3.5 Discussion

Parental participation in learners' activities at the Ga West Municipality early childhood centers took various forms, reflecting the diverse ways the parents support their children's academic and personal development. Many of them actively engage in their children's learning at home by assisting with homework, providing additional learning resources, and creating structured study schedules. This direct involvement helps reinforce classroom instruction and ensures children grasp fundamental concepts, contributing to their academic progress. Beyond academics, parents play a crucial role

in fostering moral development by sharing stories, engaging in conversations about school experiences, and teaching values through everyday interactions. These practices not only strengthen the parent-children bond but also instill discipline, respect, and critical thinking skills essential for overall development.

Participation extends beyond the home, as parents actively engage in school-related activities. Some attend parent-teacher meetings, volunteer in classrooms, or join school committees to contribute to decision-making processes. Others support extracurricular events such as sports days and cultural programs by providing resources, assisting with event planning, or making donations. These contributions enhance the learning environment and create a strong sense of community within the school (Henderson & Mapp, 2002).

At the community level, parents engage in initiatives aimed at improving facilities and access to quality learning opportunities (Epstein, 2018). Some collaborate with local authorities to advocate for better infrastructure, while others organize communal activities to address safety concerns, such as improving school routes (Hornby & Lafaele, 2011). Additionally, parents involved in local NGOs and advocacy groups work towards enhancing resources by building libraries, organizing tutoring sessions, and raising awareness about the importance of early childhood education (Desforges & Abouchaar, 2003). Despite the high levels of involvement, some parents face challenges balancing work responsibilities with participation in their children's education (Hoover-Dempsey & Sandler, 2005). However, even those with demanding schedules make an effort to contribute in ways that align with their availability, such as attending school events when possible, maintaining regular communication with

teachers, or supporting learning through everyday interactions (Goodall & Montgomery, 2014).

Parental participation in early childhood education within the Ga West Municipality is multifaceted, encompassing home-based learning, school involvement, and community engagement (Sheldon, 2002). These efforts collectively contribute to children's academic success, personal growth, and the overall improvement of standards within the municipality (Jeynes, 2011). Encouraging greater collaboration between parents, teachers, and community stakeholders can further enhance the impact of these initiatives, ensuring a holistic and supportive learning environment for all children (Epstein, 2018).

4.4 Research question three: What are the challenges to parents' participation in learners' education in the Ga West Municipality early childhood centers?

The data collected in relations to this research question were presented under the following themes as deduced from the responses of the study participants; themes: Economic Constraints, Cultural and Social Influences, Institutional Barriers, Personal and Limitations.

4.4.1 Economic Constraints

One of the main challenges of parental participation that emerged from the interview was economic constraints where some of the participants mentioned that financial difficulties hinder their ability to provide resources or participate in school activities. Some participants remarked that:

I often struggle to provide my children with essential school supplies or pay for extracurricular activities. It's disheartening because I know these resources are important for their education, but we simply cannot afford them. (Parent 14)

Many school events, like field trips or fundraising programs, require fees that are beyond my budget. I feel left out because I can't support the school or allow my child to participate in these opportunities. (Parent 13)

I Constantly worry about paying bills affects my ability to focus on my child's schoolwork. Even when I attend school events, I feel overwhelmed and unable to contribute effectively. (Parent 9)

I can't afford a computer or reliable internet at home, which makes it difficult for my child to make online research or for me to stay updated with school communication platforms. (Parent 12)

We've had to move multiple times due to financial difficulties, which has made it hard to build relationships with teachers or stay consistently involved in one school community. (Parent 10)

These comments suggest that economic constraints significantly impact parental participation in their children's education, limiting their ability to provide essential resources and engage in school-related activities. Financial difficulties often prevent the parents from affording school supplies, extracurricular fees, and technology, which can hinder their children's learning experience. Additionally, many parents struggle to participate in school events, as work commitments and the need to earn a living take priority over volunteering or attending meetings.

Moreover, economic instability creates stress and emotional strain, affecting the parents' ability to focus on their children's education. Limited financial resources also contribute to frequent relocations, disrupting school continuity and weakening parental engagement. The lack of access to digital tools further isolates families from school communication.

4.4.2 Cultural and Social Influences

Another main challenge of parental participation that emerged from the interview was Cultural and Social Influence where some of the participants mentioned that traditional roles or societal norms limited parental involvement. Some of the interviewees remarked that:

In our culture, it is expected that fathers focus on earning a living, and mothers are the ones who should engage with the school. I try to stay involved when I can, but it's mostly my wife who attends parent-teacher meetings. (Parent 15)

As a single mother, I perform both father and mother responsibilities. I have to work long hours to make sure we have enough money. It's hard to take time off to attend school events or meetings, even though I wish I could. (Parent 8)

In my culture, we are not supposed to get too involved in our children's education. There is a belief that teachers know best, and parents should respect their authority without questioning. (Parent 3)

As a member of an X ethnic group, I feel that my participation in the school is not always welcomed or understood by others. I sometimes feel excluded from parent groups. (Parent 11)

In my religion, women are expected to stay at home, so it's difficult for me to attend meetings or be actively involved in my children's school life. (Parent 14)

The responses suggest that cultural and social influences play a significant role in shaping parental participation in their children's education. Traditional gender roles often dictated parental involvement, with fathers expected to focus on financial responsibilities while mothers take on the primary role in school engagement. This division can limit opportunities for both parents to be equally involved. Additionally, single parents face increased challenges as they juggle multiple responsibilities, making it difficult to attend school events.

In some cultures, parents adopt a more passive role in their children's education, deferring entirely to teachers due to societal beliefs about authority and respect (Epstein, 2018). Religious expectations also influence participation, particularly when restrictions on women's public engagement exist. Furthermore, social barriers, such as ethnic exclusion and peer pressure, can discourage parental involvement.

4.4.3 Institutional Barriers

Another main challenge of parental participation that emerged from the interview was Institutional Barriers where some of the participants mentioned that their children's schools lack structures or practices that encourage and support parental participation. Some interviewees indicated that:

The school doesn't seem to have the resources to involve parents effectively, like organizing workshops or sending out updates. (Parent 4)

I rarely hear from the school unless there's a problem. I don't feel informed about what's happening or how I can contribute. (Parent 1)

There aren't many events or programs where I feel I can participate. I don't think the school has enough opportunities for parents. (Parent 10)

These comments indicate that institutional barriers significantly impacted parental participation in their children's education. A lack of effective communication between schools and parents left families feeling uninformed and disconnected from school activities. When schools only reach out in cases of problems, parents may feel their involvement is not valued, reducing their willingness to engage. Limited opportunities for parental participation further discouraged involvement. If schools fail to organize events or workshops that accommodate different schedules, many parents, especially those with demanding jobs, may struggle to attend. The timing of school meetings also created barriers, as scheduling them exclusively during working hours excludes parents who cannot take time off.

4.4.4 Personal and Limitations

Another main challenge of parental participation that emerged from the interview was personal and limitation where some of the participants mentioned that the lack of education or confidence in their abilities prevented them from engaging effectively. Some of the interviewees remarked that:

I want to help my children, but I don't know where to start. (Parent 13)

Well, it is the responsibility of the teachers to teach my children. so, I leave everything to the teachers because they are the experts. (Parent 14)

I didn't go to a better school and could not continue, so I don't know how to help with homework. (Parent 12)

children of today are difficult to teach at home. I feel his teachers' ways are the best. Even when I try, my children say I am doing it wrong. I just give up. (Parent 1)

The data revealed that personal and limitations hinder parental involvement in children's education, leading to a reliance on teachers as the primary educators. Parents with limited formal education lacked the confidence or skills to assist with homework, making them feel incapable of contributing effectively. This can create a gap in home-based learning support, which is crucial for reinforcing classroom instruction. Additionally, some of the parents perceived teaching as solely the responsibility of educators, leading to minimal engagement in their children's learning process. Furthermore, evolving approaches and curriculum changes created challenges for parents who struggle to adapt.

4.4.5 Discussion

Parental participation in learners' education at the Ga West Municipality early childhood centers is impeded by multiple interrelated factors, including economic constraints, cultural and social influences, institutional barriers, and personal and limitations. These challenges create significant challenges that hinder parents from actively engaging in their children's academic development, thereby affecting outcomes.

Economic constraints remain a fundamental impediment to parental involvement (Hornby & Lafaele, 2011). Many families face financial hardships that limit their ability to provide essential school supplies, support extracurricular activities, or contribute to school events such as field trips and fundraising programs (Jeynes, 2011). These economic limitations not only restrict children's access to learning resources but

also prevent parents from fully engaging with school initiatives (Desforges & Abouchaar, 2003). Additionally, financial pressures often necessitate long working hours, leaving parents with minimal time for attending parent-teacher meetings or volunteering at school (Hoover-Dempsey & Sandler, 2005).

The stress associated with financial instability further diminishes parents' ability to focus on their children's academic progress, even when they attend school events (Sheldon, 2002). Furthermore, disparities in access to digital resources, such as computers and reliable internet, create additional challenges in supporting children's education and staying informed about school-related communications (Goodall & Montgomery, 2014). For some families, frequent relocations due to financial instability disrupt continuity in education and make it difficult to establish consistent relationships with teachers and school administrators (Epstein, 2018).

Cultural and social influences also shape parental involvement in education (Hornby & Lafaele, 2011). In many communities, traditional gender roles dictate that mothers should handle school-related matters while fathers focus on financial provision (Desforges & Abouchaar, 2003). This division of responsibilities can limit engagement, even when both parents recognize the importance of involvement (Goodall & Montgomery, 2014). Single parents, particularly those who shoulder dual responsibilities, often struggle to balance financial obligations with active school participation (Jeynes, 2011).

Cultural beliefs may also discourage direct parental engagement in education, as some parents perceive teachers as the primary custodians of knowledge, reducing their perceived need for involvement (Epstein, 2018). Additionally, ethnic and religious

backgrounds may create further barriers. Parents from minority groups may feel excluded from school communities due to cultural differences or language barriers, discouraging active participation (Sheldon, 2002). Religious norms may further restrict involvement, particularly in cases where traditional roles limit parents' ability to attend school meetings or engage in decision-making processes (Hoover-Dempsey & Sandler, 2005). Social pressures from more actively engaged parents may also lead to feelings of inadequacy, discouraging participation (Kim, 2009).

Institutional barriers within schools further restrict parental engagement (Epstein, 2018). A lack of structured programs designed to integrate parents into the process creates an environment where parents feel disconnected from their children's learning (Goodall & Montgomery, 2014). In some cases, schools fail to communicate effectively, providing information only when issues arise rather than fostering ongoing, proactive engagement (Sheldon, 2002). This lack of communication leaves many parents uninformed about school activities, expectations, and opportunities for participation (Hoover-Dempsey & Sandler, 2005). Additionally, the absence of sufficient parental engagement initiatives, such as workshops, volunteer programs, and interactive meetings, limits parents' ability to contribute meaningfully (Desforges & Abouchaar, 2003). Scheduling conflicts also present a significant challenge, as meetings and events are often held during standard working hours, making attendance difficult for working parents (Hornby & Lafaele, 2011).

Personal and limitations further exacerbate the issue of parental participation. Some parents, particularly those with limited formal education, lack the confidence or knowledge needed to assist their children with schoolwork (Jeynes, 2011). Feelings of inadequacy in academic matters discourage direct support, as some parents feel ill-

equipped to guide their children through assignments or revision activities (Kim, 2009). In some cases, parents perceive education as the sole responsibility of teachers, leading to a passive approach to learning support (Epstein, 2018). Additionally, children may resist parental assistance, especially if they believe that their teachers' methods are superior (Sheldon, 2002). This resistance can discourage parents from persisting in their efforts, leading to disengagement from their children's education (Hoover-Dempsey & Sandler, 2005).

Addressing these barriers requires a comprehensive approach involving schools, communities, and policymakers. Economic challenges can be mitigated through financial assistance programs, such as scholarships, subsidized school materials, and community-driven initiatives to support low-income families (Jeynes, 2011). Schools must adopt inclusive policies that recognize cultural diversity and encourage active participation from all demographic groups (Hornby & Lafaele, 2011). Establishing clear and accessible communication channels between schools and parents can enhance engagement, ensuring that parents are well-informed and equipped to contribute to their children's education (Epstein, 2018). Flexible scheduling of meetings and events, including evening or weekend options, would enable greater parental participation (Goodall & Montgomery, 2014). Additionally, providing parental education programs and workshops can empower parents with the skills and confidence needed to support their children's learning effectively (Kim, 2009).

By addressing these challenges comprehensively, schools, communities, and policymakers can foster an environment where parental participation is not only encouraged but also actively facilitated, ultimately contributing to improved outcomes for children in the Ga West Municipality.

4.5 Research question four: What are the methods for enhancing parental participation in activities of learners in the Ga West Municipality early childhood centers?

The data collected in relations to this research question were presented under the following themes as deduced from the responses of the study participants; Themes:

Raising Awareness and Education, Enhancing Communication, Flexible Participation Options, Financial and Logistical Support. Community and Stakeholder Collaboration and Policy and Institutional Intervention.

4.5.1 Raising Awareness and Education

One of the main strategies to boost parental participation that emerged from the interview was raising awareness where some of the participants mentioned that there should be programs to educate parents about the importance of their role and ways to get involved. Some of the participant remarked that:

I didn't realize how important my participation was until I attended a school workshop. Schools should be tasked to do more. (Parent 14)

As a hairdresser, I would participate more if I knew what to do and how to do it.

Schools should organize programs for we the parents. (Parent 10)

If there were programs in my child's school, I would definitely attend because I believe that parental involvement is essential for a children's academic success and overall development. Attending school programs would allow me to stay informed about my children's progress, understand the curriculum, and build a strong relationship with teachers and school staff. (Parent 11)

I wish the school explained what I could do at home to help my children because I want to be more involved in their education, but sometimes I am unsure of the best ways to provide support. If the school offered clear guidance, I would feel more confident in assisting my children. (Parent 9)

Programs that teach us how to help with specific subjects would be very useful because many parents, including myself, may struggle with certain areas of the curriculum or may not be familiar with the teaching methods used in schools today. Sometimes, the way subjects like mathematics, science, or language are taught has changed since we were students, making it challenging to assist our children effectively. (Parent 2)

I think programs should also teach us about children development, not just academics. (Parent 1)

These comments suggest that raising awareness and educating the parents about their role in their children's education is a critical factor in increasing parental involvement. Many parents may not fully understand the importance of their participation or feel uncertain about how they can contribute effectively. Schools play a crucial role in bridging this knowledge gap by providing targeted workshops, training sessions, and informational resources that empower parents with the skills and confidence needed to support their children's learning. Structured programs that educate parents on academic subjects, children development, and home-based learning strategies can be instrumental in fostering greater engagement. Additionally, offering hands-on workshops that demonstrate practical ways to assist with schoolwork can make participation more accessible. Schools must also proactively communicate with parents about available opportunities and the impact of their involvement. By

implementing awareness campaigns and initiatives, schools can create an inclusive environment where parents feel equipped and motivated to take an active role in their children's academic success.

4.5.2 Enhancing Communication

Another strategy to boost parental participation that emerged from the interview was enhancing Communication where some of the parents mentioned that schools and teachers should improve communication with parents through regular updates, meetings, or digital platforms. Some of the participants remarked that:

I would participate more if teachers kept me updated about my children's progress.

(Parent 8)

It would be great if teachers used digital platforms to communicate with us because it would make it easier for parents to stay informed about their child's progress, school events, and any important updates. With busy schedules, attending in-person meetings or relying on physical notices can sometimes be challenging. **(Parent 13)**

Meetings with teachers help me understand how I can support my children by providing valuable insights into their academic progress, strengths, and areas where they may need additional help. These meetings give me the opportunity to ask questions, clarify expectations, and learn about the specific challenges my children may be facing in different subjects. **(Parent 15)**

I often feel left out because I don't know what's happening at school. The schools need to create systems like newsletters, emails or even send text messages. **(Parent 3)**

The comments suggest that effective communication between schools and parents is essential for fostering active parental involvement in children's education. When parents are consistently informed about their children's progress, school activities, and opportunities for engagement, they are more likely to participate meaningfully.

However, a lack of communication can create barriers, leaving parents feeling disconnected from the school environment. Enhancing communication requires schools to adopt diverse and accessible strategies, including regular updates through newsletters, emails, text messages, and digital platforms. Leveraging technology, such as mobile apps or online portals, can ensure that the parents receive timely and relevant information, particularly for those with demanding schedules. Additionally, structured parent-teacher meetings provide valuable insights into a children's academic progress and offer guidance on how parents can provide support at home. By implementing clear, consistent, and inclusive communication channels, schools can bridge the gap between educators and families, fostering stronger collaboration and ultimately improving student outcomes.

4.5.3 Flexible Participation Options

Another strategy to boost parental participation emerged from the interview was flexible participation options where some of the interviewees mentioned that creating opportunities for parents to engage in ways that fit their schedules and capabilities will go a long way to help influence their participation positively. Some of the participants remarked that:

i want to help, but my work schedule doesn't allow me to attend meetings during the day. (Parent 1)

I could volunteer from home by helping with small projects or preparing materials, which would allow me to support my children's school even if I am unable to be physically present. (Parent 15)

If there were shorter, more focused activities, I'd be able to join because my schedule is often busy, and finding time for lengthy commitments can be challenging. Short, well-structured activities would make it easier for parents like me to participate without feeling overwhelmed. (Parent 6)

These comments indicate that providing flexible participation options is crucial in ensuring that all the parents, regardless of their work schedules or other commitments, have opportunities to engage in their children's education. Traditional school involvement often relies on in-person meetings or events held during the day, which excludes many working parents. By offering alternatives such as evening or weekend meetings, virtual participation, or asynchronous communication through emails and digital platforms, schools can accommodate diverse parental schedules.

Additionally, remote volunteering options, such as assisting with projects from home or contributing materials, allow parents to stay involved without being physically present at school. Schools can also design shorter, more focused activities that require less time commitment, making participation more feasible for busy parents. By diversifying engagement opportunities, schools can foster a more inclusive environment where all parents, regardless of time constraints, can actively contribute to their children's journey.

4.5.4 Financial and Logistical Support

Another strategy to boost parental participation emerged from the interview was Financial and Logistical Support where some of the participants mentioned that providing resources, such as scholarships or transportation, to ease financial and logistical burdens on parents would help increase their participation. Some of the participants remarked that:

Receiving free or discounted school supplies would reduce my financial stress and help me feel more involved. (Parent 15)

Workshops on managing finances or accessing grants would help me support my children's education better. (Parent 7)

These responses suggest that financial and logistical support plays a crucial role in facilitating parental involvement in education. Many of the parents face economic hardships that limit their ability to provide essential school supplies, fund extracurricular activities, or participate in school-related events. By offering financial assistance programs, such as free or discounted school materials, schools can alleviate some of these burdens and create an environment where parents feel more engaged in their children's education.

Additionally, financial literacy workshops and information on accessing grants can empower parents with the knowledge and resources to better support their children academically. Schools can collaborate with local organizations or government programs to provide guidance on managing expenses, applying for scholarships, or securing financial aid. When parents receive adequate financial and logistical support, they are more likely to participate actively in school activities, fostering a stronger

connection between home and school and ultimately enhancing students' learning experiences.

4.5.4 Community and Stakeholder Collaboration

Another main strategy to boost parental participation that emerged from the interview was community and stakeholder Collaboration where some of the participants mentioned that encouraging partnerships between schools, parents, and community organizations to foster a supportive environment for education will support parent participation. Some of the parents remarked that:

Community-led mentorship programs would encourage parents to engage more with their children with regards to their education. (Parent 6)

Establishing community resource centers would make it easier for parents to access tools and support. (Parent 4)

These comments suggest that community and stakeholder collaboration is essential for strengthening parental involvement in education. By fostering partnerships between schools, local organizations, and the broader community, parents can gain access to valuable resources and support systems that enhance their ability to contribute to their children's academic success. Community-led mentorship programs can serve as a bridge, encouraging parents to take an active role in their children's learning by providing guidance, peer support, and shared experiences.

Additionally, the establishment of community resource centers can create accessible spaces where parents can obtain tools, attend workshops, and receive assistance with school-related challenges. These centers can be instrumental in providing internet

access, tutoring services, and parenting education, reducing barriers that hinder participation. Schools, businesses, and local organizations must collaborate to ensure these initiatives are sustainable and widely available. A strong network of community and stakeholder involvement fosters a culture of shared responsibility for children's education, leading to improved learning outcomes.

4.5.5 Policy and Institutional Intervention

Another strategy to boost parental participation that emerged from the interview was policy and Institutional Intervention where some of the participants mentioned that implementing policies that mandate and support parental participation in early childhood education is a way to go when encouraging parents to participate in their children's activities. Some of the parents remarked that:

Policies requiring regular parent-teacher meetings will ensure we stay involved in our children's education. (Parent 5)

Policies providing parental training programs will equip children us to support our better. (Parent 12)

Government policies mandating parental participation as part of the school curriculum will make a difference. (Parent 13)

These comments suggest that policy and institutional intervention play a crucial role in fostering sustained parental engagement in education. By implementing policies that require regular parent-teacher meetings, schools can ensure ongoing communication between educators and families, strengthening parents' involvement in their children's learning. Such policies create structured opportunities for dialogue, enabling parents to stay informed and actively contribute to their children's academic progress.

Additionally, parental training programs can equip the parents with the skills and knowledge necessary to support their children effectively. These programs should focus on areas such as homework assistance, children development, and effective communication strategies. Government intervention mandating parental participation as part of the school curriculum can further institutionalize engagement, ensuring that schools prioritize parental involvement through workshops, volunteer opportunities, and flexible participation options. A policy-driven approach can establish clear expectations and provide the necessary support systems to remove barriers, ultimately creating an inclusive and collaborative environment that benefits both students and parents.

4.5.6 Discussion

Enhancing parental participation in the activities of learners in the Ga West Municipality early childhood centers requires a multifaceted approach. Parents play a crucial role in their children's learning journey, and their active involvement significantly influences academic performance and overall development. However, various factors hinder their engagement, necessitating targeted interventions that facilitate participation.

One of the most effective methods for increasing parental involvement is through awareness and education (Epstein, 2018). Many of the parents do not fully understand the impact of their participation on their children's education until they are introduced to structured programs (Goodall & Montgomery, 2014). Workshops and initiatives organized by schools can help parents recognize their role and equip them with the necessary skills to support learning (Jeynes, 2011). For instance, the parents have expressed that they would be more involved if schools provided training on how they

could assist their children at home (Desforbes & Abouchaar, 2003). These programs should not only focus on academic support but also include topics such as child development, as suggested by some parents (Hornby & Lafaele, 2011). Understanding how children grow and learn holistically enables parents to provide better guidance and encouragement, fostering a more conducive learning environment (Kim, 2009).

Effective communication between schools and parents is another essential strategy for improving parental engagement (Hoover-Dempsey & Sandler, 2005). Many of the parents feel disconnected from their children's education because they lack timely updates on their progress (Sheldon, 2002). Schools should establish robust communication channels, such as newsletters, emails, text messages, or digital platforms, to keep parents informed (Epstein, 2018). The parents have also expressed that meetings with teachers help them understand how they can contribute to their children's learning (Jeynes, 2011). Therefore, schools should facilitate regular parent teacher interactions and leverage technology to enhance accessibility (Goodall & Montgomery, 2014). Digital communication tools can provide real-time updates, making it easier for parents to stay involved despite their busy schedules (Hornby & Lafaele, 2011).

Flexibility in participation options is also crucial in promoting parental involvement (Kim, 2009). Many of the parents struggle to attend meetings and school activities due to demanding work schedules (Desforbes & Abouchaar, 2003). Providing alternative avenues for engagement, such as evening or weekend meetings, virtual participation, or opportunities to volunteer from home, can accommodate different needs (Jeynes, 2011). Some of the parents have suggested that shorter, more focused activities would make it easier for them to participate (Hoover-Dempsey & Sandler, 2005). Schools

should, therefore, design engagement strategies that cater to the varying availability of parents, ensuring that everyone has the opportunity to contribute meaningfully (Sheldon, 2002).

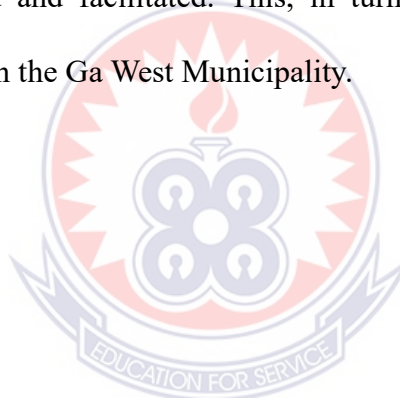
Financial and logistical support can further encourage parental participation (Hornby & Lafaele, 2011). Many parents face economic constraints that limit their ability to engage in school activities (Desforbes & Abouchaar, 2003). Providing free or discounted school supplies can ease financial burdens and make parents feel more connected to their children's education (Jeynes, 2011). Additionally, financial literacy workshops and information on accessing grants can empower parents to better support their children's learning needs (Kim, 2009). Addressing these financial barriers will create a more inclusive environment that encourages active parental involvement (Epstein, 2018).

Community and stakeholder collaboration is another critical approach to enhancing parental participation (Goodall & Montgomery, 2014). Establishing mentorship programs led by community members can help parents engage more effectively with their children's education (Hoover-Dempsey & Sandler, 2005). Furthermore, the creation of community resource centers would provide parents with access to tools and support systems, making it easier for them to participate (Sheldon, 2002). Strong partnerships between schools, community organizations, and local leaders can foster a supportive network that benefits both parents and students (Hornby & Lafaele, 2011).

Finally, policy and institutional interventions play a vital role in sustaining parental involvement (Epstein, 2018). Implementing policies that mandate regular parent teacher meetings can ensure continuous engagement (Goodall & Montgomery, 2014).

Additionally, parental training programs should be integrated into school policies to equip parents with the skills needed to support their children's education (Desforges & Abouchaar, 2003). Some of the parents have even suggested that government policies should require parental participation as part of the school curriculum, reinforcing the importance of their involvement (Jeynes, 2011).

In conclusion, enhancing parental participation in early childhood education requires a combination of awareness, communication, flexibility, financial support, community collaboration, and policy interventions. By addressing these key areas, schools, communities, and policymakers can create an environment where parental engagement is actively encouraged and facilitated. This, in turn, will contribute to improved outcomes for learners in the Ga West Municipality.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Overview

This chapter concludes the study report by presenting a summary of the research, conclusions and recommendations.

5.1 Summary of the findings of the study

The summary of the findings of the study revealed that:

Most parents see themselves as key educators, supporting their children through literacy, moral guidance, and homework assistance.

Also, parental involvement mainly includes providing learning materials, creating a supportive home environment, and occasionally attending school events.

Again, financial challenges, time constraints, long school distances, and inadequate infrastructure hinder parental involvement. Cultural and gender norms further restrict participation, and some parents feel unqualified to assist with schoolwork.

Finally improved communication through regular updates, digital platforms, and flexible meeting schedules can boost engagement. Financial and logistical support, can remove economic barriers.

5.2 Limitations to the Study

In the course of the study, the researcher encountered this limitation. During the data collection process, some participants were not available at the scheduled times due to their demanding work and family responsibilities. This irregularity in participation led

to rescheduling of interviews, which disrupted the planned research timeline. Consequently, the delay affected the consistency and flow of data collection.

5.3 Conclusions

Based on the findings, the study concluded that parents play critical roles in early childhood education, but their perceptions and practices are influenced by economic, cultural, and factors.

It also concluded that parental participation is more consistent at home than in school or community activities, mainly due to logistical and institutional barriers.

Again, it concluded that challenges such as financial difficulties, societal norms, and limited awareness hinder effective parental participation in learners' activities.

Finally, the study concluded that implementing targeted strategies, including raising awareness, fostering communication, and offering support, can improve parental participation in early childhood education.

5.4 Recommendations

1. Parents in the Ga West Municipality should be educated by schools of their children about their roles as educators, facilitators, and collaborators through workshops, seminars, and awareness campaigns.
2. Schools in the Ga West Municipality should promote participation by organizing events at convenient times, providing childcare during meetings, and encouraging home-based learning by offering simple, affordable resources.

3. Providing scholarships and logistical support by schools in the Ga West Municipality can help parents, especially those living in remote areas, participate more actively in their children's education.

4. Schools in the Ga West Municipality should establish effective communication platforms, including text updates, parent-teacher portals, and newsletters, to keep parents informed. Additionally, training teachers to engage parents inclusively and collaborating with government and NGOs to implement supportive policies will strengthen parental involvement.

5.5 Suggestions for Further Research

1. Further research could explore how early childhood educators perceive and respond to different forms of parental participation.
2. Further research could explore and analyze the difference in parental participation in rural and urban early childhood centres within the Ga West Municipality.
3. Further research could explore how economic factors affect parents' ability and willingness to participate in their children's education.

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APPENDIX A

Interview Guide: Research Study on Parental Participation in Early Childhood Education at Ga West Municipality

Introduction

My name is Erasmus Battah, and I am a student of the University of Education, Winneba, conducting a study on parental participation in early childhood education within the Ga West Municipality of the Greater Accra Region- Ghana. I appreciate the chance to talk with you today about your viewpoints and experiences on this significant subject.

This study seeks to explore parental participation in early childhood education in the Ga West Municipality and its impact on children's learning. It aims to explore the nature of parental involvement, parents' perceptions of their roles, challenges to participation, and strategies to enhance engagement.

Participation in this interview is voluntary, and all responses will remain confidential and used solely for research purposes. Data anonymity will be ensured to protect privacy. Before proceeding, your informed consent is requested and you have the right to withdraw at any time without consequences.

I encouraged you to ask questions or seek clarification before the interview begins. Your insights are valuable in improving parental involvement in early childhood education within the Ga West Municipality.

Thank you for your willingness to participate, and let us begin the interview

Section A

Demographic Information

(Purpose: To gather background information about the participant.)

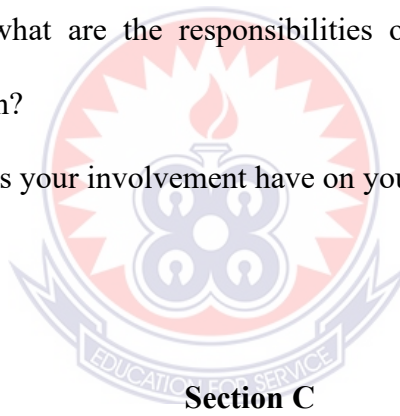
1. Do please, tell me your name (optional), age, and occupation?
2. How many children do you have enrolled in early childhood centers in Ga West Municipality?
3. What is the age and grade level of your child/children attending these centers?

Section B

Perception of Parental Roles

(Objective: Examine how parents perceive their roles in their children's education.)

4. How would you describe your role in your child's education?
5. In your opinion, what are the responsibilities of parents in supporting early childhood education?
6. What influence does your involvement have on your child's:
 - c) learning
 - d) development



Section C

Nature of Parental Participation

(Objective: Determine the nature of parental participation in activities.)

7. How often do you participate in the following school-related activities,
 - c) parent-teacher meetings
 - d) volunteering
8. What are the areas of your child's learning do you participate in at home?
(e.g., reading together, helping with homework)?
9. Are there any specific activities organized by the school for parental participation?
If yes, how do you usually participate?

Section D

challenges to Parental Participation

(Objective: Investigate the challenges parents face in participating in activities.)

10. What challenges do you encounter when trying to participate in your child's education at the early childhood center?
11. How does your work schedule or other responsibilities affect your ability to participate?
12. Which cultural or societal factors influence your level of involvement?
13. Do you think the school provides enough opportunities or support for parents to get involved? Why or why not?

Section E

Methods to Enhance Parental Participation

(Objective: Explore strategies to improve parental involvement.)

14. What suggestions do you have for schools to encourage more parental participation?
15. What a) specific resources b) support systems you think would help you become more involved in your child's education?
16. How can communication between parents and teachers can be improved?
17. What kind of workshops, training, or activities would you find helpful for enhancing your involvement?

APPENDIX B

 **UNIVERSITY OF EDUCATION, WINNEBA**
FACULTY OF APPLIED BEHAVIOURAL SCIENCES IN EDUCATION
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FABSE/DECE/L1

27TH DECEMBER, 2024

The Director
Ghana Education Service
PMB
Accra-Amasaman

Dear Sir/ Madam,

INTRODUCTORY LETTER

I kindly write to introduce to you **Mr. Erasmus Battah** with index number: **220021051** who is an M.Phil. student at the Department of Early Childhood Education, University of Education, Winneba. He is in his final year and has to embark on his thesis on the topic: *"Parental Participation in Learner' Educational Activities at Early Childhood Centres in the Ga West Municipality"*.

Mr. Erasmus Battah is to collect data for his thesis, and I would be most grateful if he could be given the needed assistance.

Thank you.

Yours faithfully,


PROF. MICHAEL SUBBEY, (PhD.)
HEAD OF DEPARTMENT

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