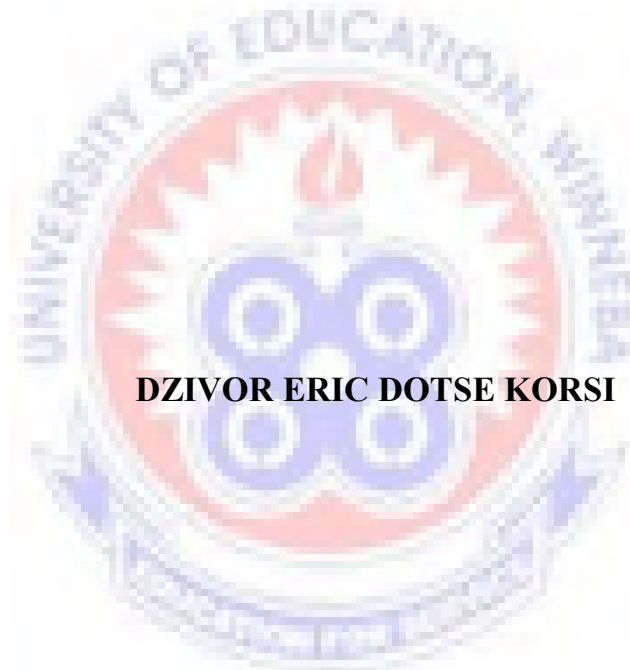


UNIVERSITY OF EDUCATION, WINNEBA

**THE ROLE OF PARENTAL INVOLVEMENT IN ACADEMIC
ACHIEVEMENT OF HIGH ACHIEVING SENIOR HIGH SCHOOL
STUDENTS IN THE CENTRAL-TONGU DISTRICT OF GHANA**



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DZIVOR ERIC DOTSE KORSI

(8140140014)

**A THESIS IN THE DEPARTMENT OF SOCIAL STUDIES
EDUCATION, FACULTY OF SOCIAL SCIENCES, SUBMITTED TO
THE SCHOOL OF GRADUATE STUDIES, UNIVERSITY OF
EDUCATION, WINNEBA, IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF MASTER OF
PHILOSOPHY(SOCIAL STUDIES)DEGREE**

AUGUST, 2016

DECLARATIONS

Student's Declaration

I, Eric Dotse Korsi Dzivor, hereby declare that this thesis, with the exception of quotations and references contained therein in published works, which have all been identified and duly acknowledged is the result of my own toil and that no part of it or in whole has been presented for another degree in this University or elsewhere.

Signature

Date:

Supervisor's Declaration

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

Name of Supervisor: PROF. AUGUSTINE Y. QUASHIGAH.

Signature:

Date:

ACKNOWLEDGEMENTS

I am heavily indebted to you, Prof. Augustine Y. Quashigah, my supervisor for patiently and selflessly taking time out of your heavy schedule to read, correct and constructively suggest when necessary throughout the period of my studies to ensure this academic height. Prof., I cannot forget your open-mindedness in the words; “Eric, you nearly disappointed me” and “we cannot afford to pay next year fees”. All these helped me to start the M. Phil programme and move on with my work until this day.

To the learned lecturers of the Department of Social Studies Education, who prepared me for the world of work during this master’s programme and many others who tirelessly contributed to my academic and professional development and competence, I say may you abundantly be blessed and your energies replenished.

I also owe many authors and writers whose writings made it possible for me to put this piece together.

To my parents; Mr Mensah Hohoayi and Mad. Charity A. Sakpetor, I am very grateful to you for your support and encouragement in life and constantly urging me to make the sky the limit in everything I do. Not forgetting my dear wife, Augusta Olivia Bulley for being part and parcel of my life and Etornam Tetteh for being supportive domestically to create time for me during this higher studies. To my wonderful children; Grace, Joy and MercyDzivor, your presence in my life put me in a situation to struggle for a better future for you. You children are indeed gifts and blessings to our marriage. I highly appreciate you.

Finally, to heads of schools who made available students’ records for sampling high achievers, my respondents (parents and students), friends and course mates, I highly value your contributions to writing of this report (thesis). May God richly bless you.

DEDICATION

To God be the glory, honour and adoration for His mercy, protection, provision and promotion.

This piece of work is humbly and lovingly dedicated to those who thought I was pursuing “parochial interest” in my attempt to pursue this master’s programme and to all whom I have taught, I am teaching and yet to teach the subject, Social Studies.



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ABSTRACT

The aim of the study was to explore the empirical evidence involving the role of parental involvement in academic achievement of high achieving students in the Central – Tongu District of the Volta Region of Ghana. The study was qualitative research with a case study design conducted in the Central-Tongu District of the Volta Region involving Adidome Senior High and Mafi-Kumase Senior High Technical Schools. Twelve (12) respondents comprising six (6) parents of high achievers and six (6) high achieving students were selected using extreme case purposeful sampling technique. To collect data, interview guides (one for parents and the other for students) were developed containing semi-structured items. The analysis of data collected was done manually using tables and detailed descriptions. The study revealed that parents of high achieving students were deeply involved in the educational process of their children (high achievers) in the home, in the school and in expectation. They do the involvement through: controlling their children, motivating them to learn, advising and encouraging them to learn and also paying their children's extra classes teaching at home. In the school, they pay the bills of their children, attend PTA meetings and communicate with school authorities and discuss the performance of their wards with their children's teachers. They also set goals for their children which they support with resources to materialize. Based on the findings, the following recommendations were made: Firstly, parents ought to create enabling or conducive learning environment for their children to learn at home and motivate them (children) to learn. To ensure that children stay in school without being sacked, parents must pay the bills of their wards. They (parents) must never avoid attending PTA meetings organized by their wards' schools since most critical decisions are taken there. Secondly, the heads of the two institutions (ADISEC and MAKSETECH) need to devise other ways of communicating either the progress of their students or policies and programmes of the school to parents apart from report cards. Lastly, parents need to be counseled about their roles in the education of their children. Again, for children to excel academically, parents must set goals for them and clearly communicate such goals (expectations) to them (children) and the school authorities.

CHAPTER ONE

INTRODUCTION

Background to the study

Academic success can become the concern of stakeholders across the globe. Governments, teachers, non-governmental organizations, philanthropists, students and parents can play a variety of roles to ensure the success of students in education. While governments might make sure that they provide the necessary infrastructure, teaching and learning materials, engage teachers and pay their remunerations (in public schools) and above all initiate policies such as fCUBE, free school uniforms, school feeding programmes, capitation grants among others, non-governmental organizations and philanthropists can also complement some of these efforts of governments to ensure success of education. As students are expected to take their studies seriously to make academic success a reality, parents as one of the major stakeholders, have a very significant role to play in the academic achievements of their wards.

The focus on parental involvement has gained international recognition in the field of research. For instance, Christenson, Rounds, and Gorney (1992) noted that parental involvement, both at home and at school, is moderately but significantly related to children's academic achievement. In examining the relations among parental behaviours, parental expectations and children's academic achievement, England, Luckner, Whaley & Egeland (2004) stated that:

Mother's quality of instruction prior to school entry had significant direct effects on IQ and indirect effects on achievement in 1st and 3rd grades. Parental expectations in 3rd grade had significant direct effects on parental involvement in 3rd grade. Children's achievement in 1st grade had significant direct effects

*on parental involvement and expectations in 3rd grade.
Parental involvement in 3rd grade had significant direct
effects on academic achievement.*

The above findings revealed that early parenting factors are important for children's academic achievement suggesting that parental involvement in the form of quality of instruction prior to school entry, parental expectations and others contribute enormously either directly or indirectly to academic achievement of students.

In Ghana, there has been public outcry most often about poor academic performance of students especially in their final examinations in public schools throughout the country with just a hand full of these students excelling. The question many people tend to usually ask is why the abysmal performance of most students? The fact is that factors responsible for the abysmal performance of students can be multi-faceted.

Significantly, there are a few students who seem to be doing extremely well in second cycle schools across the country, of which the only two senior high schools in the Central-Tongu District of the Volta Region of Ghana are no exception. The high academic achievement of some students in the Central-Tongu District can be attributed to many factors including the role of parental involvement. However, there seems to be no empirical evidence to support the role that parents of high achieving students play in academic achievement of their wards. It is against this background that the researcher seeks to uncover how involved parents are, both at home and in the school leading to academic performance of their children.

Statement of the problem

Parental involvement seems to be key in academic achievement and has attracted attention in the field of social sciences research across the globe. Even though some researchers have found a relation between parental involvement and academic achievement, the direction of this relation is not clear from contemporaneous

measures (Englund, Luckner, Whaley & Egeland, 2004). A study conducted by Shumow and Miller (2001) which examined longitudinal data, they found out that previous academic achievement of students predicts parental involvement but not involvement predicting the achievement. Other researchers have also reported mixed results. For example, Sui-Chu and Willms (1996) noted no evidence of a direct effect of parental involvement on children's academic achievement. Meanwhile, parental involvement is noted as one of the factors affecting academic achievement of students (Adane, 2013). With parental involvement as a significant factor in academic achievement, Epstein and Hollifield (1996) identified six types of parental involvement practices, namely: supportive parenting at home, communicating with teachers, volunteering at school, learning at home, school based decision making (thus, governance and advocacy) and collaborating with the community and community based organizations. To Epstein and Hollifield (1996), all these parental involvement practices help improve students' academic achievement. From the above findings, it is crystal clear that parental involvement as one of the factors affecting academic achievement (Adane, 2013); either directly or indirectly can never be ignored in the field of research. So, this study seeks to further explore the role of parental involvement in the educational process of high achievers.

In Ghana in recent times, there has been a lot of public concern with regard to poor academic performance of students across all levels of educational ladder, more especially the second cycle schools. This is regardless of the heavy expenditures that governments over the years made annually, and the policy initiatives meant to improve the situation in the educational sector. The question many stakeholders ask is why the poor academic achievement of students who are taught by trained teachers? The general observation is that most parents seem to be more involved in the educational

progress of their wards in private schools than in public schools. In the Central-Tongu District for example, it is a common sight seeing students in Public Senior High Schools being sacked for non-payment of school fees, students selling on market days without going to school and many parents failing to attend Parent Teacher Association (PTA) meetings. There are also students paying their own school fees and students' progress in school not being monitored by their parents, among others. All these situations usually contribute to irregularity of students in school. Even though, there seems to be some students performing well academically, there is the need to examine how involved the parents of these high achieving students are, in the educational delivery resulting into their wards' academic success. In this study, it is therefore being assumed that the more parents are involved in the process of schooling of their wards the better their academic achievement.

Purpose of the study

The study intended to explore the empirical evidence involving the role of parental involvement in academic achievement of high achieving students in the Central – Tongu District of the Volta Region of Ghana.

Objectives of the study

This study seeks to:

- i. Identify the parental involvement practices that parents of high achieving students engage in at home in the Central – Tongu District of the Volta Region of Ghana.
- ii. Discover ways parents of high achieving students are involved in the academic progress of their wards in senior high schools in the Central –Tongu District.

- iii. Ascertain the contribution of parental involvement practices to academic achievement of high achieving students in the Central-Tongu District.

Research questions

- i. What are the parental involvement practices that parents of high achieving students in the Central-Tongu District engage in at home?
- ii. In what ways do parents of high achieving students get involved in the academic progress of their wards in Senior High Schools in the Central-Tongu District?
- iii. To what extent does parental involvement contribute to the academic achievement of high achieving students in the Central-Tongu District?

Significance of the study

The findings of this study would be of enormous benefit to the society in the following ways:

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

Besides, policy makers and implementers such as the government, Ghana Education Service (GES) and heads of second cycle institutions would not be left out in benefiting from this study. These categories of people would benefit from the study by devising means to bring parents on board in decision making and implementation

based on the findings hence making parents active participants in the educational process of their wards. Since most of the studies conducted on parental involvement were done in developed world with a few in Ghana and on parental involvement in academic achievement in general, this study would reveal what parents of high achieving students do thereby contributing to the existing literature. This study would also serve as the basis for future research in other areas in the country.

Delimitation

This study is delimited to the role of parental involvement in the academic achievement of high achieving students with the sample being high achieving students and their parents. Geographically, the research was conducted in the two public Senior High Schools in the Central-Tongu District of the Volta Region of Ghana as at the time of this study (Mafi-Kumase Senior High Technical and Adidome Senior High Schools). The researcher selected these schools because they were the only public senior high schools in the district.

Limitations

According to Kankam and Weiler (2010, p. 120), limitations are “The constraints or problems affecting the study”. In this study, I faced some constraints which affected the outcome of the study to some extent.

In the first place, though ten (10) high achieving students were accessible population, all of them were not sampled but only six (6) included in the study because two (2) of them were looking after themselves. This means that though they were high achievers, parental role in their academic achievement was missing. Again, during the time of the interview, two (2) of the high achievers were nowhere to be found even their

mobile phone contacts were not going through as the researcher attempted to call them.

Additional problem affecting the scope of data collected was the geographical location of some of the parents. Some of them(three in all) were living at the northern Region of Ghana where I was not able to go due to financial constraints. Even as I attempted to make telephone interview with them, mobile network too did not allow thereby leading to the exclusion of those parents from the respondents. This phenomenon affected the size of the respondents sampled.

Finally, though one of the parents agreed to grant audience to me, he has travelled on the scheduled date which made him not to be part of the respondents despite the fact that the child was a high achiever.

Organization of the study

This thesis is organized in five chapters. Chapter one consists of: the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, delimitation, limitations, organization of the study and operational definition of terms.

Chapter two comprises review of relevant literature. The researcher in this chapter reviewed most of the relevant literature thematically.

The third chapter is made up of the research methodology. The methodology dealt with research design, population, sample and sampling technique, research instrument (tool for data collection), pilot testing of instrument, data collection procedure, challenges faced during data collection, procedure for data analysis, and validity and reliability.

In the fourth chapter, the researcher presents, analyzes and discusses the data collected in line with the research questions. Finally, chapter five is composed of summary of

the findings of the study from which conclusions were drawn and suggestions and recommendations were outlined.

Operational definition of terms

Academic achievement: It refers to how successful an accomplishment or a performance is in a particular subject area which is indicated by grades, marks and scores of descriptive commentaries.

Academic success: Achievement of students which can be described by the academic world as desired result.

fCUBE (free Compulsory Universal Basic Education): Government policy that aims at seeing all children of school going age through basic education.

High academic achieving students (high achievers): Students whose performance is extra-ordinarily good as they score eighty percent (80%) and above in three-fourth (3/4) of all the subjects they are studying in school.

Parent: Any person, usually a father or mother or guardian who nurtures a child by providing his or her needs for his or her growth and development.

Parental involvement: Parents' interactive behaviours with their children at home and the school authorities that help promote academic success.

CHAPTER TWO

LITERATURE REVIEW

Introduction

According to Boote (2005, p. 3) as cited in Kusi (2012), “a researcher or a scholar needs to understand what has been before, the strength and weaknesses of existing studies, and what they might mean. A researcher cannot perform significant research without first understanding the literature in the field”. This suggests that literature review helps the researcher to understand his or her study area and in identifying the gaps which ought to be filled by the current study. These gaps are both content and methodological. In light of this, in this chapter, relevant literature are reviewed under the following themes:

- i. The concepts of academic achievement and academic performance.
- ii. The concept of high achievers and characteristics of high achievers.
- iii. Factors responsible for academic achievement of students.
- iv. The concepts of parenting, parenting styles and academic achievement
- v. Parental involvement practices and academic achievement of students.
- vi. Parents’ educational expectations and parental involvement.
- vii. The impact of parental involvement on academic achievement of students

Theoretical Frame work

According to the Ecological System theory by Bronfenbrenner (1975), there are various nested contexts or “ecosystems” that shape students educational beliefs, behaviour and functioning. The nested contexts other words known as “ecosystems” here include; mesosystem, exosystem, macrosystem and microsystem. As the mesosystem refers to communication and interactions between the home and the

school settings, the exosystem comprises patterns or choices that indirectly affect the child like the profession of the parents, social networks and resources in the community. Further, the macrosystem defines the overall approach to schooling within the child's culture. This theory is further consolidated by Christenson and Sheridan (2001) as they noted that a child's microsystem among others includes the beliefs and supports in the immediate home and the school environment such as parents' home work assistance and teachers' approach to teaching. To Bronfenbrenner, Christenson and Sheridan, it is the interactions of the above nested contexts (ecosystems) that influence students' approach to education and subsequently their academic achievement.

This study therefore, seeks to focus on micro- mesosystems by examining parental involvement practices at home as well as the interactions between the home and the school resulting to the high academic achievement of the students in the Central-Tongu District of the Volta Region of Ghana.

From the above theoretical framework one might deduce a conceptual framework around the concepts of school environment having an impact on the students' academic achievement in the event of parental involvement. Here, the arguments in respect of the thesis will revolve around the extent of parental involvement and academic achievement. Thus, the more parents are involved in the educational process of their children the better the likelihood of students' performance academically.

This conceptualization is illustrated below.

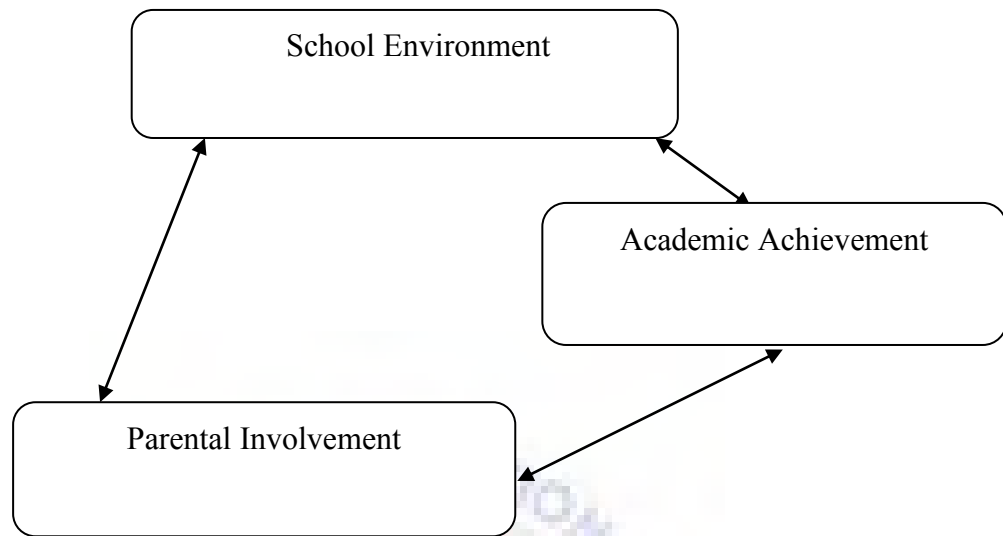


Fig. 1 [Source: Researcher’s conceptualization]

From the above diagram, the researcher presumed that, as the parents are involved in the educational activities of their children, it would go a long way to influence the school environment either directly or indirectly. This would affect the academic performance of their wards positively. On the other hand, the investigator holds the view that when parents are not involved in the educational process of their children, the efforts of the school environment would not be complemented for high academic performance of the students.

The concepts of academic achievement and academic performance

Cary, Roseth, David and Roger (2008, p. 29) defined academic achievement as: “Performance on task with measures including comprehension, quality and accuracy of answers of tests, quality and accuracy of problem solving, frequency and quantity of desired outcome, time or rate to solution, time on task, level reasoning and critical thinking, creativity, recall and retention, and transfer of tasks”. In other words,

academic achievement can be considered as successful accomplishment of tasks in a particular subject area or areas which is or are indicated by marks, scores and grades of descriptive commentaries. Usually, the scores with grades of descriptive commentaries are based on comprehension, quality and accuracy of answers given by the students.

According to Good (1973) as cited in Dimbisso (2009), an achievement encompasses actual accomplishment of the students' potential ability.

There are two broad groups of definitions of academic achievement. The first one could be considered "more objective", because it refers to numerical scores of a pupil's knowledge, which measure the degree of a pupil's adaptation to school work and to the educational system. The second is a "more subjective" one, as its determination of academic success is dependent on the student's attitudes towards his academic achievement and himself, as well as by the attitudes of significant others (including teachers and parents) towards his/her success and himself/herself (Kobaland & Musek, 2001). In this study, the focus is on how the latter of which "the attitudes of significant others" specifically, parents influence the former which is a derivative of numerical scores, degree of pupils' adaptation to school work and the educational system.

The concept of academic performance on the other hand refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers in a fixed time or academic year (Dimbisso, 2009). This view implies that academic performance is a process to an end. In other words, the way students go about their academic work would determine their academic achievement which can either be poor or excellent.

An academic performance which leads to achievement can be described as poor when it falls below a desired standard. In Ghana, the criteria for describing an academic performance or achievement in Senior High Schools as excellent is objective one; thus, achievement with scores from eighty percent(80%) to one-hundred percent (100%) (MOE, 2010). Therefore, any student who scored marks between the above ranges of marks in his or her disciplines can be described as a high achiever.

The concept of high achievers and characteristics of high achievers

The concept of high achievers refer to students who absorb information quickly and are able to generate advanced ideas (Kingore, 2004). High achievers according to Kingore, learn with ease and often perform at the top of their group. They tend to be focused learners who work and study hard. Though high achievers can be identified through formal predictive indicators such as test scores and grade point average (GPA), these seem not to be reliable. According to Dougherty (2007) and Robinson (1997), test scores can be predictive, however, unique talents and motivation are not captured in these results. These views, though very important, high achievers can better be identified by their varied intellectual interests, ability to do well in multiple subjects or areas.

Dougherty (2007) again noted that high achievers can be matured and self-assured. They exhibit unstoppable enthusiasm for all they would like to know, do and produce. Mostly, they can be self-directed, highly organized, resourceful, and assertive. They are often intensely focused on the future. In some forms, they may present as quirky, offbeat, independent and unconventional. When they are under pressure, they may be cynical and may feel more anxiety to perform at high levels. High achievers usually exhibit multi-potentiality. Multi-potentiality here means that,they demonstrate the ability for exceptional performance across multiple academic domains and disciplines.

For instance, in academic disciplines such as English Language, Mathematics, Integrated Science, Social Studies and other elective subjects offered in the senior high schools in Ghana, they perform extremely well in almost all of them. This suggests that high achievers are all round as they perform virtually in all subjects well.

High achievers again are noted to be accurate and complete. They enjoy school often and absorb information (what is taught them). They memorize well and most at times, they are highly alert and observant. They are pleased with their own learning and are noted for getting grade “As” (Kingore, 2004). All these characteristics make them exceptional in the educational system.

Factors responsible for academic achievement of students

The academic achievement of students across all levels of the educational ladder is influenced greatly by a lot of factors. Educators and researchers alike have been delving into the factors contributing to either poor or high academic achievement of students over the years. For a student to be able to perform in any discipline, he or she must learn. Meanwhile, learning is noted as not only to be a product of formal schooling but also of community, family and peer influences (Rothstein, 2000). Socio-economic and socio-cultural forces also affect learning and subsequently academic achievement. The factors affecting academic achievement of students can be placed under four main categories, namely; school-related, teacher related, student characteristics and home-related factors (Crosnoe, Johnson & Elder, 2004; Adane, 2013). These variables or factors are considered as inside and outside school factors that affect students’ quality of academic achievement (Farooq, Chaudhry, Shafiq & Berhanu, 2011). These factors can lead to either poor or high academic performance among students depending upon the power of their influence. The inside school

factors influencing academic performance leading to the achievement of students include; school-related, teacher related, student characteristics whereas that of outside school factors are home-related factors.

A study was conducted by Etsey (2005) on causes of low academic performance of a sampled 25 primary schools. These were made up of 15 Shama sub-metro schools and 10 SAEMA high achieving schools. It was based on results of the 2003 BECE examinations and the 2001 Performance Monitoring Tests (PMT). There were 25 head teachers, 133 teachers, 495 pupils and 518 parents included in the study using causal-comparative (ex post facto) design. It was revealed that poor academic performance in Shama sub-metro was due to limited teaching materials, inadequate textbooks and less professionally trained teachers (Etsey, 2005). The views of Etsey were not different from that of Lockheed and Verspoor as they noted that the school environmental factors affecting academic achievement of students include among others; instructional materials, class size, pupil-teacher ratio, teacher qualification and experience and the quality of the physical facilities (Lockheed & Verspoor, 1991). It is undeniable fact that instructional materials aid the teacher to deliver his or her lessons with ease. The lessons become well understood, and what is learnt is retained thereby enhancing performance and achievement of students. The instructional aids may include: textbooks, charts, relevant pictures, maps, video recordings among others. It is important to note that all these resources go a long way to enhance the performances of the teachers in the class room. In another development, class size is another factor reported to have significant influence on academic performance of learners by numerous researchers. For instance, Fabunmi, Brai-Abu and Adeniji (2007) noted three factors in the class room that influence academic performance. These are; class size, student classroom space and class utilization rate. Class size is

noted to be inversely related to academic achievement (Tremblay, Ross & Berthelot, 2001) more importantly in early grades. These findings suggest that the larger the class size, the poorer the performance and vice-versa. This is in line with the findings of Adeyela (2000) that large class size is uncondusive for serious academic work. What then is ideal class size that a teacher can conveniently handle? In a study conducted by Kraft (1994) on the ideal class size and its effects on teaching and learning in Ghana revealed that class sizes above 40 have negative effects on students' academic performance and subsequently achievement (Kraft, 1994) cited in Adane (2013). In related development, the quality of the infrastructure and its site to some extent has an influence on students' academic performance and subsequently their achievement. According to Harbison and Hanushek (1992), the quality of the physical facilities in a school have positive relationship with students' performance. In this situation, it can be deduced that the quality of the physical facilities would be appealing and serving as stimulant for children to learn compared to dilapidated structures which do not motivate children to be in school let alone inducing learning. Another factor contributing significantly to academic performance of students is teacher-related factors. These factors include: teacher qualification, teacher attendance in school, teachers' lateness to school, teachers' interest and motivation to teach. Teacher qualification as one of the teacher-related factors influences the academic performance of students. As noted by Rogoff (2003), untrained teachers fail to produce desired changes in the personality of students while trained and active teachers can make their students the cream of nation (Rogoff, 2003 cited in Khan, Chandio, Sindhar & Hussain, 2013). For a trained teacher to be able to deliver his or her lessons well to the understanding of the students for better performance, he or she needs methodology. Teaching methodology refers to a systematic way by which

teachers go about their teaching (Ayaaba & Odumah, 2013). According to Carter, (2009), teaching methodology helps in learning achievement of students. Thus, teaching methods make learning interesting, understandable, flexible, and innovative which have great impact on the academic achievements of the students. In related development, teachers' school attendance is another critical factor in academic achievement of students.

In a situation where teachers are not attending school, the academic work is highly likely to suffer comparative to a situation where teachers are always in school and teaching. Teacher absenteeism is noted as one of the factors contributing to poor academic performance of students (World Bank, 2004). In the World Bank impact evaluation report, "in 2003, nearly 13 per cent of teachers had been absent in the past month, compared to just over 4 per cent in 1988" (World Bank, 2004, p. 101). This rise in teacher absenteeism is undoubtedly a recipe for poor performance in our schools. In terms of teachers' lateness to school as a factor responsible for academic performance of students, Fobih, Akyeampong and Koomson (1999) noted that teachers' lateness to school ranges from five to one and half hours. This means that contact minutes and hours are lost and teachers teaching for few hours. From the foregoing, teachers' lateness and sometimes absenteeism affect completion of the syllabuses. As the syllabuses are not covered, it has become very difficult for students to write examinations and pass. When they managed to progress to the next stage too, as Etsey (2005) noted, pupils find it difficult to understand content that is to be taught in that stage which foundation in most cases is based on the previous stage. In other words, most children hardly or do not follow school work in the new grade because they do not have the understanding and the foundation from previous class which is prerequisite for the syllabus of the higher grades.

In similar development, students' academic performance and subsequently their achievement is greatly influenced by the teachers' interest and motivation to teach as teacher-related factor. Interest, according to Microsoft Encarta Dictionaries (2009) refers to something that somebody enjoys doing. In this situation, it is teaching. Motivation on the other hand is considered as a "process by which the learner's internal energies are directed towards various goal objectives in the environment" (Oladele, 1989 cited in Amissah, Opong Frimpong & Sam-Tagoe, 2009, p. 113).

In the context of the teacher, teacher's motivation to teach can be referred to as the teacher's internal energies directed to teach in order to help learners achieve learning objectives in the classroom and the school environment. Meanwhile, teacher's motivation to teach can originate from two main sources, namely; personal motivation (intrinsic motivation) and organizational motivation (extrinsic motivation).

It is generally asserted that a highly motivated individual puts in the maximum efforts at work in order to achieve goals at the work place. According to Ofoegbu (2004), poor academic performance of students as a result of poor teachers' performance in accomplishing the teaching tasks, negative attitudes to work by teachers and poor teaching habits are attributable to poor teacher motivation. This view is not different from that of Lockheed and Verspoor as they argue that lack of motivation and professional commitment on the part of teachers result to poor teacher attendance in school and non-professional attitudes towards pupils which in the long run affect the performance and the achievements of students academically (Lockheed & Verspoor 1991). Sometimes too, innately, the teacher would be ready to put in his or her maximum best but the external factors such as the working environment, remuneration and government policies would militate against the teacher. In this situation, performance of the teacher and subsequently that of the students are likely

to be poor. Poor working conditions in deprived communities also deter many professional teachers from going to these communities. According to Hedges (2002), many professionally trained teachers are not willing to accept posting to deprived communities in Ghana. As a result, there is the likelihood that many non-professionals would be engaged in such communities which would eventually affect academic performance of students negatively since it has been noted that “untrained teachers fail to produce desired changes in the personality of students while trained and active teachers can make their students the cream of nation” (Rogoff, 2003 cited in Khan, Chandio, Sindhar & Hussain, 2013, p. 465)

Student characteristics is also noted to be another factor that influences academic achievement of students. These characteristics include: students’ self-concept, attendance in school, students’ attitude to schooling, time spent on studies and homework, the health status of students and finally students’ motivation to learn.

Self-concept as one of the characteristics of students that determine their achievement is concerned with the ideas a student has about himself or herself. These ideas are based on one’s beliefs, values, thoughts, abilities and capabilities as an individual interacts with their environment. Self-concept is as a result of an individual’s internalization of his or her social image. A very great value is placed on the students’ self-image and the acceptance or rejection by others when it comes to academic performance and achievement (Diaz, 2003).

As if self-image or concept is not enough to predict students’ academic achievement, there are several researches that established the relationship between self-concept and academic achievement. In investigating reciprocal relationship between self-concept and academic achievement, Marsh (1990) found out that the present academic achievement of an individual is affected by prior or previous academic self-concept,

and that grades (previous academic achievement) had no effect on subsequent academic self-concept. In other words, a child or a student's present performance and achievement in school is determined by the beliefs he or she has in himself or herself which is termed as previous academic self-image and that grades (achievements) had no bearing on later beliefs and thoughts of the individual academically. The finding of Marsh suggests that self-concept has the potential to determine academic achievement of students either poor or high. In similar development, it has been noted that prior academic achievement did affect subsequent academic self-concept as how prior academic self-concept also affected subsequent achievement, but with prior achievement being the control (Marsh &Yeung, 1997). The discoveries of Marsh and Yeung illustrate that previous high academic achievement of a student can help improve his or her self-concept like how previous positive self-concept can also help in academic achievement but prior achievement controls the self-concept.

Contrary to the above views of Marsh and Yeung, Helmke and Van Aken (1995) revealed that elementary school achievement did not affect prior self-concept, rather, self-concept better predict performance than variables such as age or gender (maleness and femaleness) of a student (Edwards,2002). That is to say, a child who has just entered school has no prior academic achievement to boost his or her self-concept but rather his or her self-concept that would greatly influence his or her academic achievement.

Also, students' attendance in school has been noted to have been correlated with individual's academic achievement. A child who is always in school is likely to learn what is taught and subsequently perform compared to the one who is always absent from school and missed classes. Simply because he or she may not know what is taught in his or her absence. Poor school attendance behaviours such as truancy or

unexcused absence from school, cutting classes, tardiness, and leaving school without permission, are seen as factors that determine pupils' academic performance and subsequently their achievement (Allen-Meares, Washington & Welsh, 2000).

Additional characteristic that determines students' achievement is students' attitude to schooling. Attitudes according to Ayaaba (2011, p. 22) "is an individual's predisposition or feelings to behave in certain ways towards a certain phenomenon. This phenomenon may be other human beings or physical objects". To Ayaaba, attitudes may be acquired through various forms of direct influence such as classroom instruction or better still, as a result of parental suggestion.

Students' attitudes such as absenteeism, truancy, indiscipline, among others have the potential to affect their academic performance and achievement. In distinguishing between the attitudes of high and low achievers, McLean (1997) found that five attitudinal factors were significantly related to academic performance. By this, students' attitudes may not only directly affect academic achievement, but also may indirectly influence the effect of other factors as well. Attitudes do not only affect students' performances but their aspirations as well. For instance, a student who always absent himself or herself from school is likely not to pass his or her exams which would prevent him or her from becoming what he or she wants to be through formal education.

Other characteristics of students that influence academic achievement of learners include the time spent on studies and homework. Assignments and home works are considered to be important activities that help improve students' performances. As noted by Engin-Demir (2009), regardless of intelligence, students who spend more time on assignments and homework are able to improve their grades. The reason being that, as students invest more of their time in home work and other related out of

school activities, they are likely to overcome what they were not able to do in class as they seek assistance from peers, parents and even other teachers. This affirms Butler (1987) as noted by Etsey (2005, p. 3) that “Homework bore a positive relationship with learning outcomes when it is relevant to learning objectives, assigned regularly in reasonable amounts, well explained, motivated and collected and reviewed during class time and used as an occasion for feedback to students”. Feedbacks in education create room for improvement.

Therefore, the views of Butler suggest that homework and assignments in the actual fact facilitate the interaction between the school and the home in the educational process of the child. Inferably, homework encourages parental involvement in the educational process of the children more importantly when parents are capable of helping in terms of their level of education or can afford the services of those who can help the child in the assignments and home works given. Another feature of students which influences students’ performance is the health status of students. The health status of children has the potential to determine whether a child should be in school or not. Even if children who are not all that healthy are in school, they lack concentration in the class room. In other words, they have attention deficit. A study conducted by Ghana National Commission on Children ([GNCC], 2000) revealed that a little over 16 per cent of school children surveyed, suffered from recurring health problems such as headache, malaria/fever, stomach disorder and other ailments. This situation undoubtedly has the potential to affect school attendance and the performance of these children.

Students’ motivation to learn is noted to be another factor that influences their academic achievement. Motivation determines students’ level of involvement in schooling and learning. As noted by Diaz (2003), a student who is motivated to learn

directs all his or her effort or energy, attention and resources towards attainment of their specific goals. Motivation can be intrinsic and extrinsic. Gottfried (1994) found parental motivational practices as factors that have significant direct effects on academic intrinsic motivation, and indirect effects on subsequent motivation and achievement (Adane, 2013). The finding of Gottfried suggests that parental motivational practices motivate students to learn. To Engin-Demir (2009, p. 19), “students” perceptions that their parents are involved and interested in their schooling and encourage them to do well are positively related to academic achievement. Through their involvement, parents convey the message that school is important and provide their children with positive emotional experiences in relation to school”. In line with the above, numerous studies have revealed that the academic performance of students heavily depends upon the parental involvement in their academic activities to attain the higher level of quality in academic success (Barnard, 2004; Henderson, 1988; Shumox & Lomax, 2001).

Home related factors are also other determinants of either poor or high academic performance of students. These factors include: family size, socio-economic status of parents and the level of parental involvement and interest in the child’s schooling. The size of a family as a home –related factor to a very large extent has influence on the academic achievement of students. Generally, the larger the size of the family the less the attention and devotion parents have for the children and the difficulties they (parents) encounter in meeting the needs (physical, psychological and the educational needs) of the children. As these needs are not satisfied or are less satisfied, children might find it very difficult to excel academically. The home environment of children from larger families are noted to be less favourable (Parcel & Menagham, 1994) with highest rate of behavioural problems (Downey, 1995) which tend to affect their

academic achievement. The reason being that parental control probably becomes very difficult.

Another home -related factor is socio-economic status of parents. Socio-economic status of parents involves the level of education of parents, their occupation and income level. It has been argued that parents with high level of education better provide academic and social support necessary for educational attainment of their children comparative to those parents with less level of education (Schiller, Khmelkov & Wang 2002). This suggests that the educational status of parents was a major factor in determining students' academic achievements. As Johnson and Kyle (2001) noted, mother's education has a big influence on children's school achievement. Fertig and Schmidt (2002) further revealed that father's level of education becomes more important as he (the father) attained tertiary levels.

It is interesting to note that the level of education of parents also determines the occupation of parents and the income of the family. Thus, children with parents who attained high level of education are likely to tap into the resourcefulness of their parents and also have a wide range of exposure that would enable them succeed in school. Children from families with higher income level are associated with higher academic achievement (Hanushek, 1992) because, they are likely not to drop out of school. It is not uncommon to see students from poor homes to be out of school to engage in hawking, selling packaged drinking water and others in order to make, save some money to meet their school expenses. This situation makes them disadvantaged because they would miss classes and would not be able to catch up with others who are always in school. In a study conducted by Akanle (2007) in Nigeria on socio-economic factors influencing students' academic performance, he disclosed that insufficient parental income influences students' academic performance. This finding

and many others as identified earlier established the fact that parental level of education coupled with occupation affect the academic performance and subsequently academic achievement of students.

The level of parental involvement and interest in the child's schooling also affect the performance of the child in school because parental involvement is noted to have a relationship with academic achievement (Reynolds & Gill, 1994). This discovery is in agreement with Grolnick and Slowiaczek (1987) as they illustrated that pupils with parents who are involved in their education happen to have better academic performance than pupils whose parents are not involved in their academic work. Parental involvement, apart from it being correlated with a higher academic achievement leads to greater cognitive competence, problem solving skills, school enjoyment, better school attendance with fewer behavioural problems at school (Melhinsh *et al.*, 2001 cited in Ademola & Olajumoke, 2009).

In terms of parental interest in the child's schooling, Ghanney (2007) as reported in Adane (2013) in examining the effects of home environment on the child's academic achievement in primary schools in Winneba Township found that positive parental attitude towards the child's education in addition to great parental support and interest enhance children's progress in education rather than the level of parents' educational attainment. The views of Ghanney means that a parent who has attained a higher height in education but was not interested in the child's schooling would not support the child let alone having any positive parental attitude towards the child's education.

The concepts of parenting, parenting styles and academic achievement

The concept parenting refers to the activity of bringing up and looking after children to be useful citizens to the society (Minta-Afari 2008). According to Adu-Yeboah and Obiri-Yeboah (2008, p. 154), parenting can be considered as „The process of

nurturing or up-bringing and catering for children to become useful citizens to the society". Parenting is "parental behaviours which encompass pleasures, privileges, and profits as well as frustrations, fears, and failures. Thus, parents can find an interest and derive considerable and continuing pleasure in their relationships and activities with their children" (Dawkins, 2006 cited in Munyi, 2013, p. 12). The work of nurturing involves providing nourishment, everyday care, protection, supervision, discipline, grooming, and comfort for a dependent child (Adu-Yeboah & Obiri-Yeboah, 2008). These activities are termed as parental roles which help mould the character of children enabling them to behave well in the society. „Parenting roles can be assumed by people who do not have their own children“ (Minta-Afari, 2008, p. 149). In other words, parenting is always done not only by biological parents alone, but also a host of people such as adoptive and foster parents, grandparents and other members of the extended family including older siblings and in institutions in our society like orphanages. It is very important to note that when parenting roles are properly carried out in the home by the use of appropriate parenting styles, it would reflect in the ways of life of children including their performance in the school.

Parenting styles

The way and manner parents take care of their children has significant influence on personality development of their children. According to Kordi and Baharudin (2010), parenting style is a psychological construct which represented standard strategies parents use in raising their children. In similar development, Darling and Steinberg (1993) defined parenting style as the emotional climate in which parents raise their children which is very beneficial in understanding complex behaviours and attitudes associated with child outcomes (Rodriguez, Crowley & Hadzi-Donovick, 2009). Parenting styles have been characterized by dimensions of parental

responsiveness and demands (Baumrind, 1991) and are all about parent–child relationship. It is generally agreed that the styles influence self-efficacy, self-esteem, and identity development, which are associated with academic achievement (Brown & Iyengar, 2008). Also, the progress in children’s achievement is influenced by the decision that is made by both parents and their children to cooperate or confront each other. Furthermore, children’s academic motivation and behaviour are directly influenced by family activities and parents’ behaviour, which are seen as the external factor. For instance, studies have shown that there is a positive outcome for parents and children as they interact during children’s homework time (Morawska, 2007) whereas parents who are neglectful succeeded in granting academic disengagement and problem behaviours to their children (Brown & Iyengar, 2008).

The parent-child relationship which is observable in parenting styles, according to Psychologist Baumrind as cited in Kopko (2007) is based upon two aspects of parenting behaviour: parental control and parental warmth. Parental control refers to the degree to which parents manage their children’s behaviour, thus, from being very controlling to setting few rules and demands whereas parental warmth is considered as the degree to which parents are accepting and responsive of their children’s behaviour as opposed to being unresponsive and rejecting. When the two aspects of parenting behaviours are combined in different ways, four primary parenting styles emerge, namely; authoritative, authoritarian, permissive and uninvolved parenting styles (Baumrind, 1971, 1991 cited in Kopko, 2007).

Authoritative parenting style:

Parents practicing authoritative parenting style are very sensitive and involved in their children’s activities; responsive to their needs, encourage verbal conversation and allow their children to question parental requests (Mahasneh, Al-Zoubi, Batayenh &

Jawarneh, 2013). Authoritative parents are warm but firm (Kopko, 2007). They are willing to negotiate with their children and most at times engage their adolescents in discussions and debates. According to Kopko (2007), authoritative parents do not invoke the “because I said” rule. Instead, they are willing to entertain, listen to, and take into account their children’s viewpoint but the ultimate responsibility remains with them (parents). According to (Baumrind, 2012), children are enhanced by authoritative parents and show higher academic competence, social development, self-perception, and mental health compared to children with authoritarian and permissive parents. Again, generally, an authoritative parenting style emphasizing both responsiveness and demandingness appears superior in fostering higher academic performance (Reitman, Rhode, Hupp, & Altobello, 2002). As a result, children who experience authoritative parenting style are more likely to be socially competent, responsible, and autonomous. This review enlightens the researcher in this study to examine the extent to which parents of high achievers control their children in the home for better performance.

Authoritarian parenting style:

In this type of parenting style, parents have low acceptance and high control on their children. They use physical punishment or threats for wrong doings. They think that the children should obey all orders without asking any question (Mahasneh, Al-Zoubi, Batayeh & Jawarneh 2013). Parents using authoritarian style of parenting always showed rigid behaviour and high control over their children even when they (children) have grown up or are of age.

Authoritarian parents display little warmth and are highly controlling (Kopko, 2007). They are strict disciplinarians, use a restrictive, punitive style, and insist that their adolescents follow parental directions. They do not give room to their children to

operate. Thus, what they say is final. They do not engage in discussions with their teenage children as their family rules and standards are not negotiable hence their children are compelled to accept, without question, the rules and practices that are spelt out.

According to Kopko(2007, p. 2),

„Adolescents of authoritarian parents learn that following parental rules and adherence to strict discipline is valued over independent behaviour. As a result, adolescents may become rebellious or dependent. Those who become rebellious might display aggressive behaviours. Adolescents who are more submissive tend to remain dependent on their parents“.

This does not help develop the spirit of initiative and autonomy in children. In relation to academic performance and achievement, Roberts, and Fraleigh (1997) in their study revealed that authoritarian parenting negatively related to grades. In the current study, the researcher, informed by this literature, would analyze the nature of control parents of high achieving students exhibit at home as a way of their involvement in the educational process.

Permissive parenting styles:

Permissive parenting style, otherwise known as indulgent parenting style is the type of parenting style where parents are very warm towards their children but undemanding (Kopko, 2007). Sometimes the permissive parents make few demands, exhibiting non-controlling behaviour and use minimal punishment (Mahasneh, Al-Zoubi, Batayeh & Jawarneh 2013). Parents who exhibit this style of parenting believe that the only way to show their love and affection to their children is to give in to their wishes.

They (permissive or indulgent parents) always hold the view that, nothing is enough for their children so, they are always prepared to provide the needs of their children. They hardly say „no“ to the demands of their children especially adolescent children hence, these teenagers are allowed to make many important decisions without parental input.

To adolescents of permissive parents, there are very few boundaries and rules and their consequences are not likely to be very serious. As a result, these young ones find it difficult in controlling themselves as they demonstrate egocentric tendencies that usually interfere with their proper growth and development and with relationship with their peers.

The behaviour of children especially adolescents of indulgent parents are normally predictable. Thus, these children grow up thinking that they should always get what they want. They also hold the view that the world owes them something by thinking that they are so special. They are less likely than other children to be concerned with the welfare of others, or to sacrifice their own needs for others (Constanzo, 1985).

Uninvolved parenting style:

Uninvolved parenting style is also called neglectful parenting style which is characterized by few demands, low responsiveness and little communication. Though parents who adopt this style of parenting fulfill the basic needs of the child, they are generally detached from their child's life. In some extreme cases, uninvolved or neglectful parents may even reject or neglect the needs of their children. Put differently, parents in this category of parenting are neither warm nor place any demands on their adolescent children. They have little or no interaction time with their wards. In some cases, parents are uninvolved to the point of being neglectful (Kopko, 2007). Parents who use this style of parenting mostly care less about the needs of their adolescent

children, their whereabouts, or experiences at school or with peers. This situation may go a long way to affect the emotional stability and academic performance of adolescents in our schools. A study conducted by Kassahun (2010) cited in Munyi (2013) revealed that neglectful parenting style is common among high school males since when they (males) enter high school, their parents thought that their sons were capable of managing themselves. As a result, they minimize or reduce their control and close relationship. According to Munyi (2013, p. 20), “Children from uninvolved or neglectful parenting homes tend to be “emotionally needy” with the tendency of displaying “moderately low levels of self-esteem” thereby making them “somewhat vulnerable to others who may try to take advantage of them”.

Parents with this style of parenting might simply be tired, frustrated, or have “given up” in their effort to maintain parental authority. This behaviour of parents suggests to children that their parents are only interested in their own lives and less likely to invest much time in parenting. This affects behaviour patterns of children as those from permissive homes.

Parental involvement practices and academic achievement of students

The concept parental involvement has been defined differently by a number of researchers and authorities. For example, meta-analytic studies present parental involvement as a broad construct by combining multiple types of behaviours and beliefs into a composite (Fan & Chen 2001; Jeynes, 2003, 2005). According to the Department of Education in the United States (2004), parental involvement is:

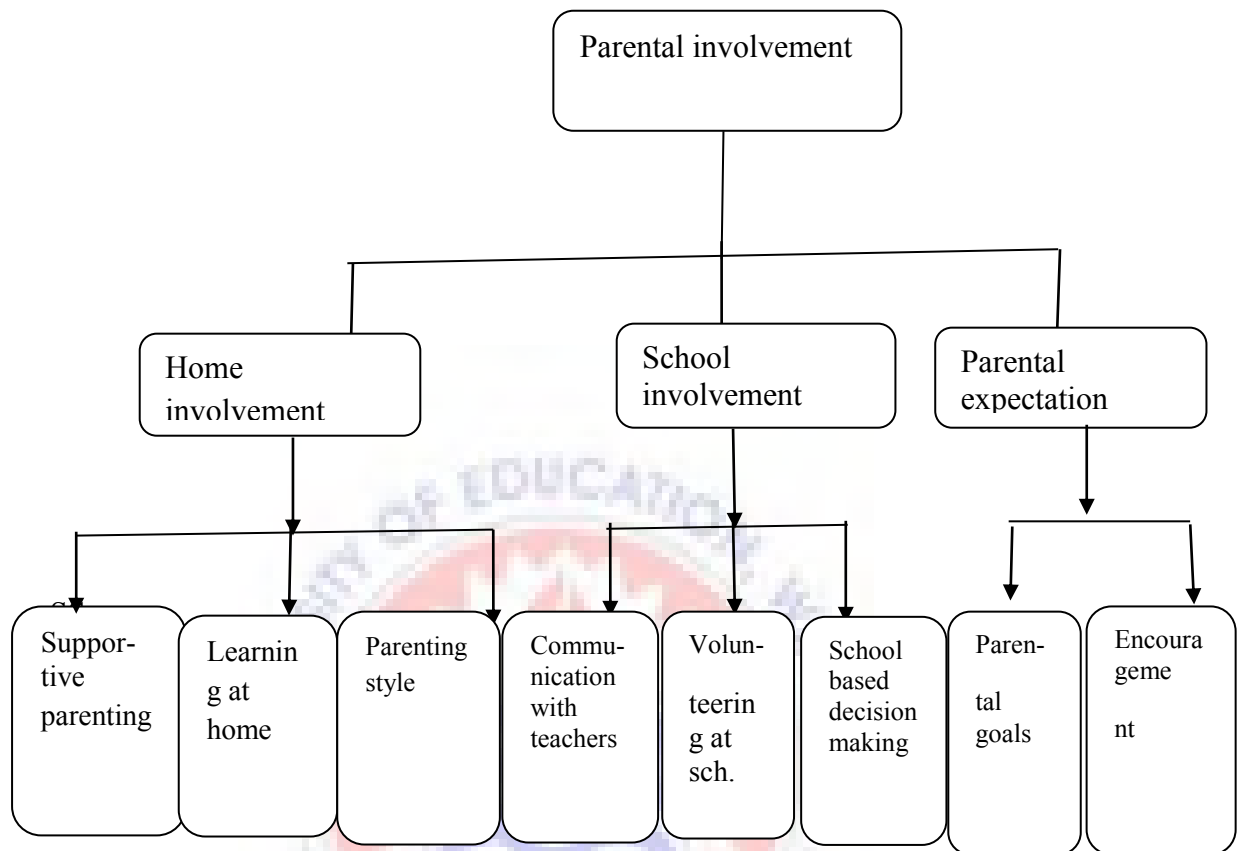
The participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring that parents play an integral role in assisting their child's learning; that parents are encouraged to be actively involved in their child's education at school; that parents are full partners in their child's education

and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

To Hill and Taylor (2004), parental involvement in education refers to parents' interactions with schools and with their children to promote academic success. Another research categorizes parental involvement into six types of behaviours, which are acknowledged and referenced throughout existing literature (Epstein & Hollifield, 1996). This typology includes the following: 1. supportive parenting at home, 2. communicating with teachers, 3. volunteering at school, 4. learning at home, 5. school based decision making (thus, governance and advocacy) and 6. Collaborating with the community and community based organizations. Despite the fact that most parental involvement studies included aspects of this typology in their research, other researchers make general distinction between types of parental involvement taking place at home and those that occur at school. These distinctive types of parental involvement provide the avenue for this study to consider parental involvement practices at home and those that are organized by the school system as programs to get parents involved in the educational process of their wards. In addition to parental involvement practices both at home and the school, parent educational aspirations is also considered since various studies suggest that as an important aspect of involvement (Griffith, 1998).

The figure below illustrates the types (levels) of parental involvement in the educational process.

[Figure 2: Original two prominent aspects of parental involvement enacted at home and at school in Shute et al (2011) study].



NB: Adapted from *A review of the relationship between parental involvement and secondary school students' academic achievement Shute et al (2011)*

Home involvement

The primary learning environment of children is the home. As children move to the school environment, parents are charged with the responsibility of supporting and reinforcing formal education at home (Garcia-Coll, et al., 2002). Parents' provision of the necessary assistance or support for classroom learning at home inevitably impacts their children's attitudes towards school and most likely, their performance. This is what Sheldon and Epstein (2005) considered as involvement type one (supportive parenting at home) and type four which includes establishing a supportive home learning environment. For instance, helping with homework and other curriculum-

related materials is parental involvement type one whereas provision of necessary learning materials for children to learn at home can be considered as parental involvement type four.

In related development, home involvement includes homework support which exposes parents to the learning process which provide them with the opportunity to reinforce the importance of schoolwork (Epstein & Van Voorhis, 2001; Sheldon & Epstein, 2005; Pomerantz, et al., 2006) and engaging in developmentally-oriented activities (Englund, et al., 2004).

In short, the above studies on home involvement suggest that parental involvement is critical in enhancing academic achievement of children. So, in reviewing literature on the theme (parental involvement practices at home) would help this study to either be grounded in existing research findings or otherwise (analysis and discussion of the stated research questions).

School involvement:

Parental involvement in the school setting has been evaluated by a number of studies. Notable among these studies was a survey conducted by Ritblatt, Beatty, Cronan, and Ochoa (2002). To them, the survey of 357 parents in the San Diego area found that parent school-based involvement pertained to: general school issues such as district-level decisions and meeting with other concerned parents, specific problems related to their child's performance (which may involve attending a parent-child conference and extracurricular events such as attending bake sales, field trips, or athletic activities. These findings are in line with Epstein's typologies, thus, type two (communicating with teachers), three (volunteering at school), and five (collaborating with community) (Sheldon & Epstein, 2005). Another study also analyzed the most common school involvement practices by gathering data from 853 parents about

parents participation revealed that parents were most likely to attend Parent Teacher Association (PTA) meetings and other school events when they had time available and when they were invited by teachers and school administrators. Further findings suggest that while parents' work schedules may interfere with participation, the perception of parents and teachers as welcoming may increase the likelihood of school involvement (Greene et al., 2007). In similar development, a study conducted on school involvement practices to analyze factors that predicted involvement of 209 parents, their children, and 28 teachers in urban northeast schools indicated that parents were less apt to attend parent-teacher conferences, open-houses, or volunteer events when they had less social support and fewer family resources (Grolnick, et al., 1997). This suggests that socio-economic status of parents play a very significant role in determining parents' level of involvement in the educational process of their children.

In sum, these studies collectively indicate that while there are many school-based involvement programs, the school's invitations as well as time available to parents and resources determine the level of parents' actual participation. The researcher, in the current study therefore, would analyze the extent to which parents of high achievers get involved in the school activities resulting into the academic performance of their wards in the Central-Tongu District of the Volta Region of Ghana.

Parents' educational expectations and involvement:

Parental expectations and aspirations also have been suggested to have effects on their children's achievement. These, to a very large extent, depend on the extent to which parents cherish education and expect their children to succeed is noted as a form of parental involvement (Englund et al; 2004). Thus, parents with high aspirations for their children are highly likely to get involved in the educational process of their

wards by encouraging and motivating them to perform at all levels. In other words, the higher the expectation of parents, the more the level of parental involvement. This has the propensity to increase students' determination in academic front. In a study on parental aspirations, Griffith (1998) surveyed 30,000 parents in 122 elementary schools and showed that parents who had higher educational expectations were more involved in the activities of the school. Additional findings by Phillipson and Phillipson (2007) revealed that the level of parents' expectations was consistent with their students' performance on measures of reading and mathematics based on the fact that those parents with high expectations were more involved at school. In line with the above findings of Phillipson and Phillipson (2007). Englund, Luckner, Whaley, and Egeland (2004) in their longitudinal study from birth to third grade noted that parental expectations had significant and positive effects on the achievement of sampled children.

Interestingly, as some studies concluded that prior students' achievement influenced subsequent parental expectations others reported otherwise. Thus, prior parental expectations were not found to effect the students' subsequent academic achievement.

The question worth asking is, is it the prior students' achievement that influences parental expectations or the parental expectations that influence students' achievement?

A study was conducted by Grossman, Kuhn-McKearin and Strein (2011) on the effects of parental expectations on the individual level as well as at the school level on student achievement and the role of students' academic self-concept as a mediator of this relationship using multi-level modelling. The study showed that individual parental expectations have a relationship with students' achievement which was

partially mediated by students' academic self-concept but school-wide parental expectations did not have an effect on student achievement.

Though student's academic self-concept (ASC) and parental expectation have a relationship with academic achievement, the relationship is noted as not straight forward as one would think. According to Gonzalez-Pineda, Carlos Nunez, and Gonzalez-Pumariiega (2002), ASC is causally related to academic achievement, but the reverse relationship is not to be true. In this instance, ASC was a causal variable such that students' Mathematics (Maths) ASC influenced their performance in Maths. However, students' grades in Maths did not impact their Mathematics ASC (Gonzalez-Pineda, Carlos Nunez, & Gonzalez-Pumariiega, 2002).

On the contrary, the reverse relationship which Gonzalez-Pineda, et al (2002) hold not to be true was what Marsh et al. (2005) established to be true. In a study by Marsh and colleagues using structural equation modeling (SEM) presented evidence to show reciprocal relationship model between ASC and student Mathematics achievement. The model asserts that ASC is both a causal variable and an outcome variable as it relates to students' achievement. For example, a student's prior Maths ASC affects subsequent Maths achievement and prior achievement in Mathematics affects subsequent Mathematics ASC.

In similar development, Neuenschwander et al. (2007) cited in Grossman, Kuhn-McKearin and Strein (2011) provided further evidence indicating that students' prior academic achievement affects their ASC which was mediated by parental expectations such as parents' interpretations of their children's grades and test scores and the effect that these have on their children's scholastic standing goes on to affect the stability of children's ASC. The findings of Neuenschwander and others saw parental expectations as mediator between students' prior academic achievement and

“to-be” achievement which can be termed as parental expectations as students” academic achievement also partially mediate between parental expectations and academic achievement (Grossman, Kuhn-McKearin and Strein; 2011) as noted earlier.

From the above literature, parental expectations is highlighted as a motivational force that propels students in shaping their academic self-concept and subsequently academic achievement. Hence, this study, as one of the parental involvement practices, the researcher would evaluate how parental expectations influence academic performance of high achievers.

The impact of parental involvement on academic achievement

Parental involvement in academic achievement of students in general can take several forms which is quite difficult to measure as it interacts with many other factors. In literature, many studies rely heavily on longitudinal studies to assess the impact of parental involvement on the academic achievement of students. While some studies conceived parental involvement as „parental interest in the child“, others conceived it as „home discussion“ (Desforges&Abouchaar, 2003, p. 23).

The impact of parental involvement (in terms of providing a home learning environment) on cognitive development of children leading to the academic achievement has been intensively explored in many studies overseas. For instance, Sylva et al (1999) conducted a longitudinal study on the Effective Provision of Pre School Project (EPPE) to assess the attainment and development of children between the ages of three (3) to seven (7) concerning over three thousand children in more than one-hundred centers. They found that the impact of parental involvement in interaction with professional position was attributable to a home learning environment (HLE). Home Learning Environment in this context includes; reading, library visits,

playing with letters and numbers, painting and drawing, teaching (through play) the letters of the alphabet, playing with numbers and shapes, teaching nursery rhymes and singing discussion (Desforges& Abouchaar, 2003). Based on the views of Sylva et al, Melhuish et al (2001, p. ii) concluded that, “higher home learning environment was associated with increased levels of cooperation and conformity, peer sociability and confidence, ... lower anti-social and worried or upset behaviour and higher cognitive development scores ... after age it was the variable with the strongest effect on cognitive development”. According to Melhuish et al, creation of HLE as a form of parental involvement has stronger effect on academic achievement than either socio-economic status or mothers’ qualifications. Though socio-economic status (SES) can greatly influence provision of HLE that can never always be the case. Thus, „Whilst HLE scores were generally higher in homes in the upper social classes, “... there are parents high on SES and qualifications who provide a home environment low on the HLE index ... there are parents low on SES and qualifications who provide a home environment high on the HLE index” (Melhuish et al, 2001, p. 9)

In related development, Siraj-Blatchford et al (2002) carried out a study to identify the most effective teaching strategies in the Foundation Stage of pre scholars using intensive case studies involving 14 sites rated in the EPPE project as offering „good practice” to explain statistical relationships established previously to ascertain the impact of parental involvement. The study revealed parental involvement in learning activities in the home that is most closely associated with better cognitive attainment in the early years. As noted by Desforges& Abouchaar (2003), the findings of Siraj-Blatchford et al suggested that when a special relationship between parents and professional educators obtained, in terms of shared aims, good learning progress could take place even in the absence of good practice in the pre-school. This means

that parent-teacher relationship with the ultimate shared aim would ensure high academic performance of students.

In addition, in exploring the effect of different components of parental involvement on the achievement of 8th graders, Singh et al (1995) identified four components of parental involvement. These are; parental aspirations for children's education, parent-child communication about school; home-structure and parental participation in school related activities. According to Singh et al, „parental aspiration“ refers to the parents' hopes and expectations for the child's continuing education whereas „parent-child communication“ refers specifically to school related matters. „Home structure“ refers to the degree of discipline exerted by the parents to insist on homework completion and to limit potentially distracting activities (e.g. watching T.V.) whilst „parental participation in school“ more self-evidently refers to parent support for and participation in school and class functions.

Interestingly, to Singh and his colleagues (as cited in Desforges & Abouchar, 2003, p. 25) „parental involvement in school activities had no effect on achievement whilst home structure had a slight negative association. Parental involvement in the form of parent child communication in the form of discussions had a moderate impact. Parental aspiration had a powerful influence on achievement both directly and indirectly through discussion“. These discoveries highlight the impact of parental aspiration as the factor that exerts much influence on students' academic achievement which were in line with the findings of Phillipson and Phillipson (2007), Englund, Luckner, Whaley, and Egeland (2004). The findings of Singh et al (1995) also present home structure (which has to do with the degree of organization of discipline in relation to how to use out of school time) and socio-economic status of parents as not having any significant impact on the academic achievement of students. This was

interpreted by Desforges & Abouchar (2003, p. 26) as „It could be that the best discipline is self-discipline“ indicating that any attempt to impose discipline in the form of authoritarian parenting style on these adolescents may result to behaviour problems which would affect their academic performance.

In another development, Gonzalez-Pienda et al (2002) as cited in Desforges & Abouchar (2003) explored the effects of parental involvement on achievement for a sample of 261 Spanish adolescents. Standardized attainment tests were used to measure achievement, psychometric tests to appraise self-concept and related personal attributes and parental involvement was rated by the students. Characteristically, student aptitude accounted for a significant portion of the variance in academic achievement. Following that, parental involvement as rated by the students themselves and taking the form of interest and encouragement, was a major causal factor of achievement.

From the above, it is crystal clear that the impact of parental involvement on academic achievement of students however was not direct which was in contrast with Fehrmann, Keith and Reimers (1987, p. 1) as they noted that “Parental involvement has an important direct, positive effects on grades”. Interestingly, it is worth noting that parental involvement, either direct or indirect has a significant role to play in academic success of children.

Summary of Literature Review

From the multitudes of relevant literature reviewed in this chapter, parental involvement has been highlighted. The review indicated that there is a steady and growing body of evidence on how important parental involvement is in improving student’s academic achievement. Content wise, many studies noted creation of supportive home learning environment and supportive parenting at home (Sheldon & Epstein;

2005; Epstein & Van Voorhis, 2001; Sheldon & Epstein, 2005; Pomerantz, et al., 2006 and Englund, et al., 2004) as necessary ingredients of home involvement practices that contribute to the academic achievement of high achievers.

In terms of school involvement as the second level of parental involvement, some studies indicated that though parental involvement contributed to academic achievement of students, it is indirect since parents in this situation have little to do apart from taking part in decision making, communication with teachers about their wards, volunteering at school and attending Parent Teacher Association (PTA) meetings when invited (Ritblatt, Beatty, Cronan, & Ochoa; 2002 & Sheldon & Epstein, 2005).

The last level of parental involvement noted in the literature is parental expectation and academic achievement. Here, it is unclear whether it is achievement that influences parental involvement or it is the parental involvement that determines students' academic success. All said and done, it was revealed that self-concept of students plays a mediating role since a child who has just entered the educational system without any achievement may not be said to have been influenced by the prior academic achievement but rather both academic self-concept and parental expectation.

Furthermore, it is very important to note that almost all the studies reviewed on the topic under consideration were out of the shores of this country, Ghana with just a handful of them from Ghana. Again, methodologically, virtually all the studies used quantitative approach with longitudinal and meta-analysis designs. This calls for the use of another approach and design to ascertain the previous findings. In all these, the ultimate question of the present study remains unanswered, thus, how do parents of high achieving students contribute to the academic achievement of their high

achieving students in the Central Tongu District of the Volta Region of Ghana? To address this question, the roles that parents of high achieving students were playing in academic achievement of their high achieving students in the Central – Tongu District of the Volta Region of Ghana were explored using qualitative approach with a case study design. The choice of this approach and case study would be comprehensively discussed in the next chapter.



CHAPTER THREE

METHODOLOGY

Introduction

This third chapter explains how the study was carried out. The chapter contains research methodology. The methodology comprised the research design, population, sample and sampling technique, research instrument (tool for data collection), pilot testing of instrument, data collection procedure, challenges faced during data collection, procedure for data analysis, and the validity and reliability of both the instrument and the data collected in the study.

The research design

The research design employed in this study was a case study which is deeply rooted in qualitative research approach. According to Stake (1995), case studies are strategies of inquiry in which the researcher explores in depth a program, event, activity, process, or one or more individuals. Cases are bounded by time and activity, and researchers collect detailed information using a variety of data collection procedures over a sustained period of time. The choice of this design became necessary for the researcher to enable him examine few individuals (both parents and students) in-depth on the roles parents of high achieving students were playing in the academic achievement of their children (high achievers) in the Central Tongu District of the Volta Region of Ghana.

Population

According to Seidu (2006), a population refers to any collection of specified group of human beings or no human entities such as objects, educational institution, time, units

and geographical area. For the purpose of this study, population is the collection of specified group of human beings. The target population for the study was all high-achieving students of Mafi- Kumase Senior High Technical School (MAKSETECH) and Adidome Senior High School (ADISEC) with their parents. Below is a table illustrating the target population of the study.

Table 1: Population Distribution of the Study

SCHOOL	STUDENTS		PARENTS/GUIDIANS		TOTAL
	MALE	FEMALE	MALE	FEMALE	
MAKSETECH	2	2	3	1	8
ADISEC	4	2	3	3	12
TOTAL	6	4	6	4	20

Source: School records from school authorities

From Table 1 for Mafi- Kumase Senior High Technical School, the target high achieving students' population stands at four (4). Thus, two (2) males and two (2) females (Office of Assistance Headmaster; Academics, 2015) with any one of each parents. The population of the parents or guardians consisted of three (3) males and one (1) female. The population of Adidome Senior High School was six (6) high achieving students consisting of four (4) males and two (2) females with three (3) male parents or guardians and three (3) female parents or guardians. The total number of target population of parents numbering ten (10) whereas that of the high achieving students also sum up to ten (10). In all, a total population of twenty (20) were used. It is important to note that the accessible population was only high achieving students in the said schools and their parents or guardians.

Sample

Table 2: Distribution of the Sample for the study

SCHOOL	STUDENTS		PARENTS/GUIDIAN		TOTAL
	MALE	FEMALE	MALE	FEMALE	
MAKSETECH	1	1	2	0	4
ADISEC	2	2	3	1	8
TOTAL	3	3	5	1	12

The sample size for this study was twelve (12); six (6) students (three males and three females) and six (6) parents /guardians (five males and one female). From the above population distribution (table1), twelve (12) people were sampled (as indicated in table 2) constituting sixty percent (60%) of the total population. In the context of qualitative research, this number (sample size) is very significant because it is above ten percent (10%) of the population.

Sampling techniques and procedure

In determining the above sample size, the researcher used extreme case purposeful sampling technique which was a strategy in which the researcher decided to study some individuals in an organization or a locality to learn more about them because they represent an exceptional case (Creswell, 2008 cited in Kusi, 2012). The exceptional case in this context was high achievement of students and the roles parents of these students are playing become a factor worth investigating. The high achieving students (students who scored eighty percent and above in three-fourth ($\frac{3}{4}$) of all the subjects studied) were purposefully and conveniently selected as I went through their records, specifically their report booklets, term after term for three (3) terms in 2014/2015 academic year, which were made available by the school

authorities to determine consistency in their high academic achievement. The sampled students then helped the researcher to locate their parents or guardians.

Research instrument

The data collection instrument used was an interview guide. In all, two different interview guides were developed by the researcher. The interviews conducted were a face –to-face one with semi-structured questions. This was to help the researcher probe into issues under consideration since the design he was using was a case study. One of the interview guides was used to interview the parents of high achieving students while the other was used to interview the high achieving students. The selected tool enabled the researcher to gather a volume of qualitative data by probing into issues of interest from the interviewees. The choice of this tool was deeply rooted in the views of Wagg (2002) as noted by Kusi (2012, p. 46) that semi-structured interview “allows the interviewer to ask initial questions, followed by probes meant to seek clarification of issues raised”.

Again, since the study was all about how involved parents were in the educational process of their children, the researcher thought it wise to use semi-structured interview in order to have face –to- face interactions with the parents about their involvement practices at home and how they extended such involvement practices to the school. Finally, the sampled high achieving students were also interviewed to find out how involved their parents were in their educational process as a way of validating the information their parents or guardians have provided while the researcher interacted with them.

The interview guide for the parents of high achieving students comprised fourteen (14) items or questions. These items were considered under four (4) main themes, namely: background data of respondents or brief self-introduction and general

perception of the child's academic achievement, parental involvement practices at home, the home-school relationship and finally, parental expectations.

In another development, the interview guide for high achieving students was made up of sixteen (16) semi-structured interview questions. These items were constructed bearing in mind the four (4) themes. These themes were: background data or information, parental involvement practices at home, home-school relationship and lastly, parental inspiration or motivation. In addition to the above themes, the researcher created the opportunity for the emergence of other themes through asking of probing questions during the interview sessions. This was to enable the researcher get in-depth knowledge and understanding of what parents of high achieving students really do to their children. The choice of this method (interview) became necessary to gather qualitative data. According to Kusi (2012, p. 45),

„Semi-structured interviews are flexible to a greater extent, offer interviewees the opportunity to express their views, feelings and experiences freely, and the interviewers the freedom to divert from the items in the schedule to seek clarifications (using probes) during the interview process“.

This was to enable the respondents construct their own world on the topic: the role of parental involvement in academic achievement of high achieving students.

Pilot testing of instrument

To ensure validity and reliability of research instrument (the interview guides) and the data, the researcher personally developed the research instruments and gave them to his supervisor to go through and pass his comment after which they were pilot tested. The instruments were pilot tested at Sogakope Senior High school in May, 2015 after the investigator took a letter of introduction from the Department of Social Studies Education, University of Education, Winneba to the above mentioned school which

was in a district other than the one in which the researcher carried out the actual study. The interview guides were used to conduct face-to-face interviews with the sampled respondents (parents of high achieving students and some high achievers). During the pilot testing, the researcher realized that in an attempt to establish content validity of both the tools and the data, he was repeating himself in terms of the questions he was asking. So, he omitted some of the questions and reframed others after the pilot testing.

The researcher also verified the responses parents gave to him from the students on the various themes especially parental involvement practices at home and home-school relationship. This was what Bush (2002) and McFee (1992) considered as „respondent triangulation“ and „within triangulation“ respectively as cited in Kusi (2012).

In terms of reliability, the researcher ensured that he tape-recorded the interview sessions before transcribing them. This action was informed by Merriam & Associates (2002) and Schwandt & Halpen (1998) as noted by Kusi (2012) that one can achieve reliability by using an audit trail, which provides a means of ensuring that constructions could be seen to have emerged directly from the data, thereby confirming the research findings and grounding them in the evidence or raw data.

Data collection procedure

The researcher arrived at the sampled respondents by seeking permission from school authorities with an introductory letter he received from the Department of Social Studies Education, University of Education, Winneba. This enabled him to have access to students“ records in order to purposefully and conveniently select the high achieving students. The parents or guardians of these students were also selected from the records of the students with administration. The selected parents were confirmed

from the students as the researcher asked them (sampled students) to link him (the researcher) to their parents. Later, interview schedules were arranged with each parent; one after the other on different occasions and locations. The interview sessions were carried out with the aid of a semi-structured interview guide. The choice of this method (interview) helped the researcher to access in - depth information from the parents and even read from their non-verbal cues and subsequently probe further though the process was time consuming. During the interview sessions, the interactions (conversations) between the researcher and the interviewee were recorded for later transcription.

Later, each sampled high achieving student was interviewed one after the other after school in order to avoid interfering into their normal school learning periods. To ensure triangulation, questions asked (the students) were related to those posed to their parents to confirm or otherwise how parents claimed they were involved in the educational process of their high achieving children. Each interview session for both parents and students lasted between ten (10) to fifteen (15) minutes. Before every interview session, the researcher introduced himself and also explained the purpose of the study to each of the respondent.

Challenges faced during data collection

I faced some challenges during the course of this study. These included;

Firstly, the unwillingness of some respondents (parents) to divulge information to me since some of them consider me as an intruder. This behaviour nearly marred the investigation but it was resolved as I explained to them that the exercise was intended to earn a degree (Master of Philosophy in Social Studies).

Secondly, my inability to meet some of the interviewees (parents) due to their heavy schedule was another challenge. This challenge too was surmounted as I

humbly called and rescheduled the interview session with them. This nearly affected my time table for the study.

Thirdly, during the pilot testing of the instrument for data collection, I was denied access to respondents because the letter of introduction from the university was wrongfully addressed to where the study ought to be done. This situation compelled me to travel back to the University for another letter of introduction addressed to the appropriate quarters before access to students' records and students were granted.

Fourthly, I became quite frustrated as the administrator of Adidome Senior High School unintentionally misplaced the introductory letter addressed to the headmaster for necessary assistance for data collection. This phenomenon really affected my time table for data collection. Fortunately, this challenge too was surmounted as I presented another copy of the introductory letter to the school authorities after which access to school records and students were granted.

That was not all, during the data collection in one of the interview sessions with one of the parents, the interview session was interrupted by some customers since he (respondent) only agreed to grant me audience at his shop during his working hours. This really affected the flow of the interaction. All the same, I have no option but to halt the interview session till his return from attending to his customer.

Data analysis procedure

The data collected from the interview sessions with parents and high achieving students were tape-recorded and transcribed. First, the interactions between the parents and followed by those of the students. The transcripts were coded thematically in tabular form and later vividly described. The analysis and discussions involved using quotes from the findings about parental involvement to either confirm or reject the reviewed literature.

Validity and reliability

To ensure that data collected was valid, the researcher interviewed the high achieving students to verify what their parents said about their involvement practices at home, in the school and their expectations from them (students) which helped in their academic success. Also, during the interview sessions with parents and students, probing questions were asked to validate previous answers given by the respondents.

In terms of reliability of data collected, the researcher designed interview guides, discussed them with the supervisor and later pilot tested the instruments (interview guides) on different respondents with similar or same characteristics in different district. This enabled the researcher to detect and rectify ambiguities in the questions asked during the data collection



CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

Introduction

The aim of this chapter is to present the data collected from both parents of high achieving students and the students who are high achievers, analyze and discuss the findings obtained from the semi-structured interviews concerning the role of parental involvement in the academic achievement of their wards (high achievers) in the Central Tongu District of the Volta Region of Ghana. In all, two second cycle schools were involved, namely: Mafi-Kumase Senior High Technical School (MAKSETECH) and Adidome Senior High School (ADISEC). The respondents involved were two (2) high achievers from MAKSETECH and any one of their two (2) parents and four (4) high achievers from ADISEC and their parents (also four (4) in all) totaling twelve (12). Thus, six (6) high achieving students and six (6) parents of high achievers, were the respondents.

The data was collected under four (4) themes, namely: back ground information (from which the theme academic achievement of students) was derived, home involvement practices, school involvement and parental expectations which were in line with the research questions and the relevant literature reviewed.

The qualitative data gathered and presented were organized and analyzed manually using themes and codes in a tabular form. The use of manual data analysis approach instead of using software such as Nvivo and Atlas.ti was due to the views of Creswell (2005), that when volume of data is not all that large coupled with the researcher's desire to have hands-on feel of the data, analyzing qualitative data manually is preferred, though laborious. In this study, the volume of data was not all that

largehence, the analysis was done manually. The findings from the semi-structured interviews were presented on parents of high achieving students first and described before the presentation of that of high achieving students on the themes: academic achievement of students, parental involvement practices at home, school involvement practices and lastly, parental expectations and aspirations which were later described. The analysis and discussions were done based on research questions and items used during the interview sessions using direct quotes from the data presented as evidence to either confirm, reject other research findings or add to the existing literature on the topic the role of parental involvement in the academic performance of high achievers.

Data presentation and detailed description

The tables in appendices E and F contained the transcripts of the interactions between the interviewer (researcher) and the individual interviewees (parents of the high achieving students and high achievers). For the sake of anonymity of the respondents I used letters HASP-1, HASP-2, HASP-3, HASP-4, HASP-5 and HASP-6 to represent the names of parents in the transcript A and HAS-1, HAS-2, HAS-3, HAS-4, HAS-5 and HAS-6 to represent the names of high achieving students in transcript B. Though the interview sessions were held between the researcher and the parents of high achieving students differently and at different locations, for the sake of organization of data, their different responses to the same questions I posed to them are presented in Appendices E and F.

From the transcript A, the main themes identified were: academic achievement of students, parental involvement practices at home, the home-school relationship, parental expectations and parental advice. The codes relating to these themes include: parents satisfied with children's academic performance, parental involvement and self-determination, provision of school needs, supervision at home and parental

encouragement, visits to the school by parents and interaction with teachers, demands of parents and hopes and finally looking after children, talking to them, parental support and control.

Below are vivid descriptions of the various themes and codes supported by some quotes from the transcript. This action was informed by the views of Creswell (2008) cited in Kusi (2012) that after coding raw data under dominant themes, one has to provide description of each of the themes by providing detailed description of each of the issues or codes which must be supported by brief but significant quotations from the transcripts in order to add realism to the description.

Detailed Description of Code(s) Relating to the Theme “Academic Achievement of Students”

Academic performance of students has been the concern of all stakeholders the world over especially parents who usually invest their time, talents and treasuries in the education of their children. In light of this, the researcher, in his effort to find out whether parents were on the path of reaping their investment asked the question: How would you say your child is faring at school? The responses received from the parents of high achieving students were that they were *satisfied with their children’s academic performance*. This was expressed in the following words by parents:

Ok, really, my child is doing well. As I could see from his terminal reports (HASP-2)

In a similar way, HASP-3 indicated that *as a matter of fact, she is doing very well....*

Another parent also noted that: *Oh, as a boarder, she is doing well in all the subjects except Elective Maths (HASP-4).*

AsI probed further, it was revealed that as high achievers, their wards were noted for getting grade “As” most of the time.

Thus, *yea, she gets “As” a lot. Some times in a term, she gets about four or five “As” and “B+” and it is only Elective Maths that she mostly gets “D+” which we are not satisfied with*(HASP-4).

On the contrary to the views of HASP-4, another parent also pointed out that *we are never satisfied with performance of children till the last huddle is overcome. For now he is trying. I can pick that from reports that are sent to parents... he is above average* (HASP-6).

These views of parents suggest that though their children were above average which they were pleased with, they wanted their wards to exhibit that in their final examinations before they could finally say they were satisfied with their ward's performance.

In related development, academic achievement of students in literature has been attributed to a lot of factors over the years. These factors are key in the educational process of children. The interviewees the researcher encountered in this study among other things attributed the success of their children to three (3) main factors, namely: the *intelligence quotient* of the child and the role of *parental involvement* in the educational process of the child and the *child's self-determination*. These factors are evidenced in the responses the parents interviewed gave to the researcher.

Thus, *I think my child is gifted. But I also think as a parent, I do what is expected from me to do as a parent. Things that are needed for learning so that he will also appear good in school, I do well to see to those things*(HASP-1).

According to another parent ... *anything that the school needs I provide it. I do everything to keep him on course* (HASP-2).

In another development, self-determination and parental involvement in children's education were strongly expressed as major contributors to children's high academic height.

From the transcript „A“, HASP-5 revealed that, *I think that her performance can be attributed to her determination, how well the teachers are teaching them and above all, how supportive we (the parents) are in her education.*

To HASP-6, well, *the thing is determination. You yourself must be determined to achieve something. This is supported with parental advice and the mercy of God.*

These views of parents inferably suggest that if parents perform their responsibilities to their children in the academic front in support of the level of intelligence and determination of children, there is likely to be high academic performance among children.

On the other hand, it was refreshing from the discoveries that though parents attributed the success of their wards to intelligent quotient of their wards, parental involvement and students' own determination, they still hold the view that teachers' intervention through teaching and the help of God play a role in their children's success story (academic achievement).

Detailed Description of the Codes Relating to the Theme “Parental involvement practices at home”

Parental involvement has attracted attention in the field of research across the globe. In this study, the interactions that the researcher had with the interviewees exposed a lot about home based involvement practices which have much influence on the academic efforts of children in senior high schools in the Central –Tongu District of the Volta Region of Ghana.

The interviewees expressed their involvement practices in various ways. These involvement practices ranged from parents providing the school needs of their children, supervising their wards at home and controlling them to encouraging their children to study hard.

With regard to provision of school needs, HASP-2, 3 and 4 disclosed that they do that earnestly. The following excerpts alluded to that. Thus ... *as a father, that is why I say in the first instance that, I provide all needs that lead to his excellent performance* (HASP-2).

According to HASP-3, *my roles in the home are many. For instance, her school needs, her ill-health situations and everything of her concerns me.*

That is not all, HASP-4 also indicated that, *whatever she asked concerning her academic work we do provide for her in the home.*

From the above citations, one could note that except HASP-3 who was quite specific about the needs he provided at home such as attending to the daughter's health needs and things the child wears, the rest were never specific.

In relation to supervision and control as one of the parental involvement practices of parents of high achieving students at home, a parent made it known that, *when it is evenings too, I make sure that they read something before they go to bed* (HASP-1).

HASP-2: also divulged that... *any time he is back from school, I make sure I have a study corner for them. I make sure at his leisure time he does not go out. He would stay glue to his books at his leisure time and then study. I supervise him for that.* The supervision and control here could be linked with parental discipline in the home.

In terms of parental encouragement in the home, some parents revealed that: ...*in the house what I normally do is when she comes from school, I see to it that she learns or*

I ask her whether she was given homework. When given I encourage her to work on it before giving her any house chore(HASP-5). To others:

There is need for encouragement. Not only encouragement, you must support it with inputs. All that is needed for learning. You must provide the atmosphere which will be conducive for learning. Lightening system is there, any gadget say like calculator and other things you must provide them. If there is chance you make some money available to teachers who would be willing to take them extra (HASP-6).

In light of the above extracts, when parents were able to satisfy the needs of the children, see to it that those needs were put to use and supported them with encouragement, many students in our second cycle institutions were likely to excel academically.

Detailed Description of Codes Relating to the Theme “Home-School Relationship”

The home is generally considered as the first school of the child while the school can be considered as the second. Any cordial relationship between these two institutions would go a long way to have influence on the child. As discovered in the transcript “A”, parents from the home interact with school authorities and the teachers in many ways. Firstly, they communicate with school authorities through terminal reports. A parent of high achieving students noted in his response to the question (Have you ever received any report from the school authorities of your ward before?) that:

I have not received any report as such. When he brought his terminal report, I go through only his terminal reports to see what he got in the subjects he is studying in school(HASP-1).

The other parent also confirmed that:

I do receive terminal reports but I have never received any bad report about my ward from the school before. Last time, the report I received was that, in Form One, I opted for him (my child) to do Science but because of the grade they say he is not good. But when they took exams in Form Two, my child came first in the entire school. So they called him before the whole school and congratulated him (HASP-2).

In addition, parents did not only communicate with school authorities through terminal reports, they also visited and interacted with the teachers and school authorities of their children. In some instances, they just found out how their children were faring in school while in other instances they interacted with teachers of their wards to help solve one problem or the other.

The quotations below attested to that:

Yes, of course. That is why I said on the onset that I normally visited the school and then find out how the child is faring. I interacted with them and they give me advice on how to guide him to study. Recently, I went to the senior house master and I learnt there is a programme in the school which I saw that it would not help my child to study. So I discussed it with the senior house master for my child to desist from that (HASP-2).

According to HASP-3: *...I do meet teachers of my child and discuss how she is doing. And I do even tell them that she is their daughter as well so, any time she is going astray they should please correct her for me and ensure that she learns.*

The above notwithstanding, another parent made it known that:

Yes, I asked "Who Knows" [a teacher] that, Matilda, how do you see her learning in the school and her general behavior and he said: it is good but except Elective Mathematics. So he asked me to take a teacher for her which we do during the vacation.

Opposing the above claims, other parents confessed that apart from PTA meetings, they never visited and interacted with the teachers of their wards.

To HASP-1, *I do that at Primary and JHS but here I do not really do that. But it is only you whom I have interacted with once before as I hope you can also testify.*

Another parent said,

That has never happened. Yes, if anything then it is general. For example PTA meetings (HASP-6).

Besides parents visiting their wards' school voluntarily, sometimes they were invited by the school authorities. Some of these invitations enabled parents to help authorities to solve problems either confronting their wards or the school as a way of parental involvement in the educational process of their children. Below were pieces of information gathered from parents by the researcher during his interview sessions.

HASP-2: *Last time I went to PTA meeting but not purposely for my ward. That is to buy generator for the school that would boost their morale in the evening to study when the lights are off. Thus the only thing I have been invited for.*

As many respondents noted only PTA meetings that they were usually invited for, the researcher probed further by asking: Apart from PTA meetings, were you ever invited to other meetings before? Others disclosed that:

...yes they do call me. For instance, last time I was told that she [my daughter] has not been attending "parade" so I went and we talked it over (HASP-3).

In another development, despite the fact that parents were invited to take part in the educational process of their children, sometimes many of them did not honour such invitations. This was crystal clear in the responses they gave to the investigator during the interview.

To some, *Ok, any time that I'm free (HASP-2).*

To others, *though I do not attend all PTA meetings, any time I am not able to go, I do ask a relative to attend on my behalf and inform me about what ever discussions that transpired. Whatever is agreed upon too, I make sure I do it.*(HASP-1).

As indicated by HASP- 3, honouring such invitations was a way of investment. Thus, *Any time I'm called I do go because educating her is something I'm doing in order to benefit from it tomorrow so any time I'm called I do go* (HASP-3).

Based on the extracts from the transcript above, home-school relationship could be seen as a way of bridging the gap between the home and the school. In light of this, communication through the terminal reports, voluntary visitation by parents, and invitation of parents by school authorities and respect of such invitations by parents were necessities in establishing home-school linkages.

Detailed Description of Codes Relating to the Theme “Parental expectations”

Parents have high hopes for their children especially as they invest heavily in their education. The interviewees highlighted this as they responded to the question: Tell me some of your expectations for your ward as he/ she is in school? A respondent put it forward that:

As he is in school, I want him to get single number in his final examinations(HASP-1).

While another replied: *Ok, I'm expecting him to be somebody prominent in the future, both for the community and then the nation at large like a lawyer or if not, a pilot* (HASP-2).

According to HASP-4 *...it is our desire that when she completes with good results whatever it is, we would send her to any tertiary institution of her choice.*

Another parent also stated that,

I expect him to be a good boy, he should learn hard, have good grade so that he can look forward for higher academic works(HASP-6).

To the researcher, these were high hopes which need heavy investment on the part of parents in the form of deep involvement and all who need to contribute to the realization of these dreams of parents to their children. As the investigator asked how they would ensure that these expectations are met, they expressed their views that:

That is why I am doing everything possible to provide whatever he needs with regard to his learning so that he will not be thinking leading to his mind being off from the learning (HASP-1).

I will provide all his needs for him to achieve that goal. All that is needed for that, I will do it if am in position (HASP-2).

In addition, other parents also noted that apart from providing all that their children need, they motivate and counsel them (their children) too. These were in the form of rewarding their children with money for better performance put up, advising and using others as examples to them. Below were excerpts to confirm that.

I told my children that any of them who scored seventy percent and over (70% +) I give him or her ten Ghana cedis (GH¢10.00) for the core subjects after they submit their marked papers (HASP-3)

To HASP-4, *we have also been telling her not to put her hope on “Apor”. When she puts her hope on “Apor”, she might go and fail.* Another parent also said,

I also advise him to be religious (HASP-6).

Detailed Description of Codes Relating to the Theme “Parental advice”

Another theme that has emerged from the interview sessions was “parental advice” with the codes teachers must do a little bit more, parents must provide the needs of their children and advise them and parental support and control. These codes were

linked with the interview question: Is there any other information that you would like to share which I have not asked you?

This generated a lot of responses from parents which could help in enhancing academic achievement of students.

According to HASP-1,

what I think is that without you the teachers my expectations would not be materialized so, I need your cooperation that you will do a little bit more so that my aim and expectation will come to pass for the benefit of us all.

Another parent also urged other parents ... *to be concerned about their children so that whatever they need in school and at home, they do it for them* (HASP-3) in order to prevent negative influence from others.

As the researcher asked: But there are some others whom everything is provided for them but they are still going astray? (A probe). HASP-3: responded that,

Then, that means that one needs to be talking to them or letting the people they can listen to. For instance, teachers or some elderly ones less you don't help the child.

These parental pieces of advice were summarized in the words of HASP-6. Thus, *the thing is you must provide the moral support, you must advise, you must be willing to give (pay school fees on time). Parents should provide enough and leave extra down for contingencies.*

As the investigator played the devil's advocate by asking: But sir, sometimes parents do provide for their children who are not lacking anything but they do not do well? (Probe).

He [HASP-6] concluded by saying *parents should get involved. Don't trust so much money in the hand of your child. There must be control. If you are not near your child, leave him or her in the hands of a guardian.*

From the foregoing, parents of high achieving students though realized that their involvement and that of others were key in academic achievement of children, the contributions of teachers could never be over looked. In addition, in situations where parents put too much money in the hands of their children without control was not the best practice in parental involvement in the education of their children. The fact remains that parental control is part and parcel of parental involvement. In this way, children would remain focused in their academic pursuits for the realization of their own dreams and that of their parents.

In another development, from transcript “B” in appendix F, the themes noted were five. Four of them were pre-set while the remaining one was emergent theme obtained during the interview sessions. The pre-set themes were: academic achievement of students, home involvement practices, school involvement practices and parental expectations. In order to make meaning out of the data collected around these themes, the researcher coded the responses of the respondents. The codes related to the first theme (academic achievement of students) were good academic performance, self-determination and parental involvement. In relation to home involvement practices, the codes were parental discipline, provision of school needs and parental encouragement.

Another theme (school involvement practices) has related codes as provision of school needs and attending Parent Teacher Association (PTA) meetings. Parental expectations as a theme has students passing examinations, furthering their education and becoming responsible adults as its codes. Finally, it has also emerged that parents motivate and advise their children to meet their expectations. The above themes and codes were described below.

Detailed Description of Code(s) Relating to the Theme “Academic Achievement of Students”

Academic performance of students is generally perceived differently by different people. To authenticate the responses of parents concerning the performance of their children, I asked the interviewees (students) to tell him how they were faring in school with respect to their academic performance. In response, varied answers were given which suggest that their performances were good. Below were excerpts:

According to HAS-1: *I am doing very well.* In similar development, HAS-4 indicated that: *My academic performance is quite good.*

As the investigator probed: Do you claim some “As” termly? The response was: *Please yes. Sometimes three “As” and other times four “As”*(HAS-5).

In another perspective, HAS-6 was not all that satisfied with his performance so, he pointed out that... *I will say it “snot bad but it needs some improvement.*

The „good performance“ by students was attributed to some factors namely: self-determination, parental support in the form of provision of needs, encouragement and advice. In the extracts below high achieving students recalled and informed the researcher that their parents played significant roles in their academic achievement.

They were also determined to succeed academically. HAS-1 noted that:

I can say my success is due to my personal determination and the support of my parents.

In related development, both HAS-2 and 3 informed the researcher that their achievement was as a result of the role of their parents by providing them their school needs and their own sacrifice and learning.

Thus, *that can be attributed to the roles my parents are playing in my education and my own sacrifice* (HAS-2) and *it’s caused by my determination, sacrifice and*

learning. In addition, my father also makes sure he has to cater for me at school and pay my fees (HAS-3).

To HAS-4, my parents provide my needs...and me myself I do some training. I normally learn, I don't relax.

It was very clear that parents did not only provide the needs of their children, they also advised and motivated them. These helped them (children) to be determined to succeed.

According to HAS-6:

...I will say the encouragement or the motivation my parents have been giving me. Because any time they have the chance they have been calling me to motivate me to tell me to learn and to concentrate because if I'm not able to make it at this level I would not be going anywhere so this is the only place I can make it.

Detailed Description of Code(s) Relating to the Theme “Home involvement practices”

With regard to home involvement practices that promote academic success, most of the students interviewed stated that their parents ensure discipline in the home. In addition to that, others maintained that their parents see to it that they do not lack anything related to their academic work in the home. The quotes below illustrated so.

... My father would not allow you to have your way when it comes to discipline. He would make sure that you follow rules in the house(HAS-1).

In similar way, HAS-5 recalled, *in terms of discipline, I was disciplined well because everything in the house you have to follow rules and regulations. Anything they say you have to obey so that you would not go contrary to it because if you go contrary to it you would be punished.*

Furthermore, the students admitted that those treatments helped them to focus on their books when they want to avoid punishment.

To HAS-5:

They [those treatments] help me focus on my academic work because, things I'm supposed to do I have to do them on time. For instance, when I come back from school with an assignment you have to do it. You must not wait for the next day when you are going to school before you say you are doing it. Every day you see that you are been encouraged to learn more so you also force yourself to.

Additionally, some students reported that as a way of ensuring that they learn, their parents did not allow them to spend too much time with the radio or the television. Instead, they “force” them to go and learn the time they were day students.

According to HAS-1 ... *my father has been forcing me to go and learn... so, I think that is one of the things he has been doing to help me.*

As part of home involvement practices, parents helped their children in doing homework that they (parents) had knowledge about. HAS- 5 reported that:

Depending on the subject. For Social Studies like this, things concerning parenting, though the thing is in English, when you translate it for them, they would help you.

HAS-1 on the other hand, recalled that:

School works, yes sometimes if it concerns like traditional things or some social, this thing, I use to ask my father to tell something and if it is concerning the country too, sometimes he normally listens to the radio so, he sometimes help me.

But one of those high achievers in the boarding house mentioned that:

They [my parents] don't [help in home work] because when I'm in the school I normally do my assignments so whenever we on vacation there is no assignments given to us.

From the fore going, parental discipline, provision of school needs needed in the home and helping students do assignments parents have knowledge about were the main parental involvement practices parents engaged in at home.

Detailed Description of Code(s) Relating to the Theme “School involvement practices”

The codes related to school involvement practices include; parents providing school needs of their children, parents attending meetings organized by the school and sometimes paying them (their children) visits. As noted by all students, their parents provide their school needs for them always. Few maintained that though their school needs were usually provided, they are not always on time. With this, parents believed that when the needs of their children were provided, they (children) would have peace of mind to study.

According to HAS-4:

Yes I may say that they normally provide it regularly and on time but you know money issues, so whenever there is no money in the house when I ask them and there it delays.

In related development, HAS-5 explained that:

For school fees, when I take my bills home any time I'm leaving that is the day they will give me my school fees and anything that I need. And when I call them that I need something, they will ask me the time I need it which they do provide either before the time or on exact time.

With respect to whether they (students) were ever sacked for non-payment of school fees, all but one admitted but was quick to add that he was sacked only once. Others noted that to prevent them from being sacked, their parents usually arranged with school authorities when to finish paying their fees. The extracts below present students responses.

In the words of HAS-2:

As you can see, I'm at home. This is the main reason why I'm here. I paid up my fees and it is left with something like one-hundred Ghana cedis. Only one-hundred Ghana cedis. When I came yesterday, he tried to tell me: can I give you the money now so that you can leave? But I can't come that day and leave that day. This is my first time. This is the first time they sacked me for school fees.

To HAS-4 ...*if they didn't get the school fees they [my parents] normally come to the headmaster and negotiate with the head master.*

In related development, any time school authorities called for meetings most of the parents of high achieving students did attend. These meetings were usually in the form of parent teacher association (PTA) meetings with few involving meetings involving individual parents concerning their individual wards.

Interestingly, one of the respondents (HAS-2) sadly recalled that:

My daddy, I always say my daddy. My daddy doesn't. He doesn't because usually he doesn't come. In those times I look stranded when people's parents are around. I just stand elsewhere watching.

As the researcher probed why his father does not attend PTA and other meetings organized by the school, he (HAS-2) further explained that:

Well, it's normal. The daily activities have made him not to come. Because my daddy is a mechanic, he is a teacher, he has these tractors that work for him. Small time they would say this place is spoilt. He has to go there and see what is going on. So, those are the things that are restricting him.

Visiting children at school was one of the parental school involvement practices identified during the interaction ensued between the researcher and the interviewees.

As they (students) were asked whether their parents paid them unannounced visit while in school, four (4) of the students interviewed said their parents did not pay such visits to them. One (1) mentioned that it was only once that her father paid such

visit whereas the remaining one (1) of the respondents(HAS-4) concurred and said their parents did pay unannounced visits.

When asked further what they usually do on such visits, she recall that:

Most a times they give me money and food.

Meanwhile, the background information gathered from the HAS-4 and her parents suggested that the parents were just residing near the school making them not far from their ward which probably resulted in their frequent visit to their daughter.

Detailed Description of Code(s) Relating to the Theme “Parental expectations”

Parental expectation has been noted in literature as a function of parental involvement. In the researcher’s attempt to find out from students whether parents have set goals before them and how parents inspire them to reach those goals, respondents revealed that as any parent who invested more in the child education would do, their parents also do the same. All students noted that their parents expect them to pass their final examinations successfully, which would enable them further their education to become someone great in future. For instance, HAS-5 noted that:

When I came here, they [my parents] expect me to come home with a good result.

With respect to how they [parents] inspire them to achieve that, students recalled provision of needs by parents, parental advice and parental motivation as ways parents ensure that their expectations were achieved. Below were extracts from the transcript “B”.

To HAS-1, *He [my father] usually tells me about people who were “nobodies” but through education, they become “somebodies”. In addition, he makes sure that he provides all my school needs. And all these inspired me to be determined in my studies.*

In addition, while some parents take their children on motivational trips as indicated by some students, others offer gifts including money or both to their children to entice them to learn. As mentioned by HAS-3...*My auntie for instance took me to one of the universities and she showed me some of the places so she is trying to motivate me so that I will do very well at school so that I can be there.*

In similar vein, HAS-4 explained that:

Whatever I asked for they give it to me to make me know that they really want me to do something better in future. So this kind of gift and advice boost my confidence and make me learn.

Based on the above quotes, parental expectations were not just hopes of parents, they were supported by real actions less those expectations would amount to nothing. And these actions include: taking children on motivational trips, offering those gifts, advising them and above all providing all their school needs.

Data analysis and discussion

According to Henn, Weinstein and Foard (2006: 240), data analysis and discussion:

“Provides an opportunity to reflect on the data, address our research questions, and contextualize the findings within theory from literature. The section should be the most enlightening. In some respect, it is the reason for carrying out the research in the first place, since it is here that the way in which our research enhances knowledge come to light”.

In the light of the above views of Henn et al (2006), the researcher presented the research questions and attempted to answer them with the findings of the study. In addition, the discussions were done in relation to previous research findings (empirical literature).

Research question one (1): What are the parental involvement practices that parents of high achieving students in Central-Tongu District engage in at home?

Parental involvement has been noted as one of the major factors influencing academic achievement of children all over the world. In an attempt to answer the above research question, the investigator found out from both the high achievers and their parents that children's academic success could be attributed to self-determination of their children, the child's giftedness, parental support, advice and involvement and above all how well the teachers were teaching. This findings from parents and their high achieving children suggest that academic achievement is not only as a result of parental involvement but a collection of factors including the intelligent quotient of the child and the role of the teachers in the class room. These factors confirmed the findings of Crosnoe, Johnson & Elder (2004) and Adane (2013) that noted teacher related and student characteristics as some factors affecting the academic achievement of students.

In another development, the question that remains unanswered is why should some students perform poorly while others perform excellently though they were all taught by the same teachers? This led to the fact that parental support and involvement can never be overlooked. In order to find out how involved parents of high achieving students were in the educational process of their children at home, it has been revealed by all parents of high achieving students and confirmed by their children that they (parents) were deeply involved in the education of their children. The activities that they engaged in at home ranged from provision of academic needs of their children, controlling them through discipline, ensuring that children study at home, parental encouragement and advice, creation of conducive learning atmosphere

and urging students to make personal time table at home and parental supervision to making money available for extra classes for their children during the vacations.

With respect to parental control and discipline at home, it has become obvious that for students to learn at home, without parental control they could not do much. This control was possible when students were on vacation since almost all the students interviewed (four of them) were boarders except two who were day students but were not even living with their parents but guardians. This suggests that parents have less control over their children who were in the boarding house in terms of discipline but have full control over them when school was on a recess. Meanwhile parental control as a major component of authoritative parenting style (as one of the activities that parents of high achieving students in Central –Tongu District of the Volta Region of Ghana engaged in) was noted by Baumrind (2012) that children are enhanced by authoritative parents and show higher academic competence, social development, self-perception, and mental health compared to children with parents practicing other parenting styles. In other words, as parents of high achievers control their children and guide them (in this case) during the vacation, it helped them (children) to improve their academic performance.

In related development, most parents (four of them) considered parental encouragement, advice and support as major practices they engaged in at home which helped their children to achieve high height academically. Significantly, two of the parents noted that parental encouragement without input would result to nothing for that matter, parental encouragement and advice must be supported with inputs (including creation of conducive home learning environment, provision of books, and calculators among others). The above practices could be considered as students' motivation. According to Diaz (2003), a student who is motivated to learn directs all

his or her effort or energy, attention and resources towards the attainment of their specific goals. No wonder, as these high achievers were motivated by their parents both in words and materially, they were exceling in their academic endeavour. The data collected on home involvement practices of parents of high achievers suggest that when parents control their children, provide their academic needs, motivate them in the form of parental advice, encouragement and creation of congenial home learning environment for them, their academic work could be enhanced. This supported the proposition of Garcia-Coll, et al. (2002) that as children move to the school environment, parents are charged with the responsibility of supporting and reinforcing formal education at home. The academic support that these high achievers received from their parents at home was known as supportive parenting at home (Epstein& Hollifield, 1996; Sheldon & Epstein, 2005) and supportive home learning environment (Sheldon & Epstein, 2005).

Research question two (2): In what ways do parents of high achieving students get involved in the academic progress of their wards in Senior High Schools in the Central-Tongu District?

School involvement has been noted as one of the levels of parental involvement in academic achievement of children (Shute et al, 2011). In this study the researcher attempted to examine ways parents of high achievers in Central-Tongu District of Volta Region of Ghana get involved in their children’s academic pursuit. The interview sessions with both parents and students using different sets of interview guides disclosed that most parents were involved in some activities in the school that helped enhance the academic achievement of the children. Parents did this by providing school needs of their children regularly but on few occasions not on time, attending PTA meetings organized by the school, visiting the school and discussion of

the performance of their wards with teachers and communicating with school authorities.

From the data collected, all the parents concurred that as part of their involvement, they made sure that they provide all the needs of their children in the school such as paying their school fees, buying learning materials for them among others. Still on payment of school fees, three out of the six students interviewed revealed that they were never sacked for non-payment of school fees before, while the other three though not sacked before, their parents usually made arrangement or better still negotiated with school authorities any time they were in financial difficulties to pay their children school fees to prevent their children from being sacked from classes and from examination halls.

In similar development, with respect to home-school relationship as a form of school involvement, all the parents admitted that they honour PTA meeting invitations where they discuss the issues affecting their wards and take collective decision for the betterment of the school and progress of their children. Again, some parents (two of them) were quick to add that when they were not able to attend PTA meetings personally, they normally asked a guardian or a relative to attend on their behalf while what were discussed were made known to them later. On the contrary, one of the students lamented that his father never attend PTA meetings. When asked why, he explained that his busy schedules made it so. This revelation was quite clear as the parent of the child concerned indicated that:

Last time I went to PTA meeting but not purposely for my ward. That is to buy generator for the school that would boost their morale in the evening to study when the lights are off. Thus the only thing I have been invited for.

The above response suggest that this parent though involved in the education of the son, hardly attend PTA meetings. This confirms the findings that:

Parents were most likely to attend Parent Teacher Association (PTA) meetings and other school events when they had time available and when they were invited by teachers and administrators. Further, while parents' work schedules may interfere with participation, the perception of parents and teachers as welcoming may increase the likelihood of school involvement (Greene et al., 2007).

With regard to communicating with school authorities, the main medium of communication was through the terminal report sheet. This document helped the parents to verify and monitor the performance of their wards in the school. This, the parents acknowledged receipt regularly.

From the above, the main ways parents of high achieving students get involved in the educational process of their children were: provision of their wards school needs, receiving reports from school authorities, attending PTA meetings and paying unannounced visit to children in the school (which all did not do) and making sure they receive report on their children's performance from the school termly.

Research question three (3): To what extent does parental involvement contribute to the academic achievement of high achieving students in the Central-Tongu District?

Parental involvement has been noted as quite complex when it comes to analyzing its impact on the academic achievement of students. The reason being that involvement of parents in children's education can take several forms thereby making it difficult to measure, and worse of all as it interacts with other factors such as school related factors, teacher related factors and student characteristics.

However, the cardinal focus is that parental involvement conceived to be parents' interactive behaviours with their children at home and the school authorities has a relation to a significant degree with students' academic achievement after all other factors were taken out. Here, the impact of the three levels of parental involvement are considered with the first two (home involvement and school involvement) being a model noted from Shute, et al (2011) and the third component being parental expectations from the researcher's conception from the search of literature are assessed. Meanings were deduced from responses respondents gave as their involvement practices and expectations and how all these influenced academic performance of these young achievers.

As indicated earlier as part of home involvement practices of parents, parents provide academic needs of their children, they control them through discipline, ensuring that children study at home, they also encourage and give advice to children, create conducive learning atmosphere at home for children, urge them (students) to make personal time tables at home (which they supervise) and finally make money available for their children's vacation classes. All these activities, to a very large extent, have the potential to contribute to enhanced academic performance of these high achievers. Logically, when academic needs of students were provided, they would be able to learn as compared to children whose needs were not met, though some may be able to perform very well regardless of the level of their parents' involvement.

In addition, parents interviewed recalled that they also control their children and discipline them when in the house. This was confirmed by the students that it helped them focus on their academic work. Inferably, this could have great impact on their academic success. In related development, the impact of creation of conducive learning environment or atmosphere for children to learn at home was what Melhuish

et al (2001) considered as Home Learning Environment (HLE) coupled with making sure that children have personal learning time table at home. In conclusion, Melhuish et al (2001) established that higher HLE was associated with increased levels of cooperation and conformity, peer sociability and confidence, lower anti-social and worried or upset behavior and higher cognitive development scores. This is a recipe for high academic achievement. Also, parents as part of their home involvement make money available for their wards' extra classes during the holidays. This they noted that it helped their children to have more tuition especially in subject areas they were having some difficulties.

Furthermore, the impact of parents' school involvement too can never be overlooked. The school involvement practices such as parents providing school needs of their children regularly, parents attending PTA meetings, visiting the school and discussing the performance of their wards with teachers and the school authorities, communicating with parents through terminal report sheet were also identified. Deductively, as parents pay school fees of their children, the undeniable fact is that they (students) would not be sacked from classes and even from the examination halls. This would make students remain in classes and benefit from teaching and subsequently better performance in school. As they (students) were sacked from school regularly, they would not benefit from lessons which would surely affect their performances negatively. This confirmed the findings of Allen-Meares, Washington & Welsh (2000) that: Poor school attendance behaviours such as truancy or unexcused absence from school, cutting classes, tardiness, and leaving school without permission are seen as factors that determine pupils' academic performance and subsequently their achievement.

In this context, it might not be the desire of students to be truant, cut classes and leave school without permission, but the inability of parents to pay their fees to enable them stay in school. So, as the fees are paid and learning materials provided, academic performance would be enhanced.

Besides, PTA meetings organized by the school authorities help involve parents in decision making process of schools across the globe and a conducive platform to discuss academic progress of schools. At PTA meetings, parents collectively agreed or individually volunteer to support schools of their children in the forms of provision of classroom blocks, library, vehicles, and accommodation facilities for both teachers and students and sometimes reward brilliant students which go a long way to enhance academic works of schools of which students were major beneficiaries. As noted by one of the interviewees:

...I went to PTA meeting but not purposely for my ward. That is to buy generator for the school that would boost their morale in the evening to study when the lights are off.

From the above excerpt, as the generator was provided, learning by students would still go on when there was light out. This supports the observation that proper education of the child depends on the cordial relationship between parents and teachers. As parents are seen involving themselves in the education of their wards through formation of PTAs, they help their wards' schools to device means of helping their children excel academically (Graham, 1976 cited in Asante-Hanson, 2012).

Another aspect of school involvement practices of parents which many but few parents engage in was visiting their children in school and discussing their children's performance with school authorities. Though many parents do not do this, the few that

do it acknowledge that the practice boost the morale of their children. The impact of this was expressed by a high achieving student whose parents did not do it.

Thus, ...*My daddy doesn't. He doesn't because usually he doesn't come. In those times I look stranded when people's parents are around. I just stand elsewhere watching.*

This extract pertains to a child who felt neglected and lonely when it came to attending PTA meetings by parents and parent's inability to pay unannounced visit to him in school. Finally, the communication between the home and the school in the form of terminal report sheet also has significant role to play in parental involvement.

It is undeniable fact that through this document, parents get to know the performance of their children and advise them accordingly. Thus, parents taking decision based on the report received from school authorities becomes another impact of parental involvement.

The next level of parental involvement which is rare in most models of parental involvement is parental expectations and aspirations for their children. According to Englund, Luckner, Whaley and Egeland (2004), parental expectations had significant and positive effects on the achievement of students. In light of this, the researcher ask parents of the high achieving students to tell him some of their expectations for their wards as they were in school. As responses, all parents noted that they expect their children to pass all the subjects with strong grades that would enable them progress from one level of the academi-cladder to another and become somebody great and productive. As the parents were asked how they would ensure that those expectations come to pass, they noted things they were doing as ways of their involvement. These were: provision of the needs of children both at home and in the school, working hand

in hand with the teachers by supporting them to help their children realize expectations of parents and above all advising and motivating students to learn hard.

From the above, it is very clear that as parents have expectations for their children, they work towards those expectations which end up enhancing students performances in the district.

Interestingly, parents acknowledged that their expectations would result to nothing without the inputs from teachers.

In the area of motivation, a parent said:

I told my children that any of them who scored seventy percent and over (70% +) I give him or her ten Ghana cedis (GHc10.00) for the core subjects after they submit their marked papers.

When the child of said parent was contacted through interview, she said her parents do very well to educate her by fulfilling their duties and promises to encourage her to succeed. She was quick to add that the said amount the father gives her at school to learn so that she can get that amount from her other brothers and sisters. This suggests that parental motivation serves as energy that propels students to learn hard and achieve higher height in their academic endeavours. This findings support that of Diaz (2003) that a student who is motivated to learn directs all his or her efforts or energy, attention and resources towards attainment of their specific goals.

This revelation was not different from that of Gottfried (1994) cited in Adane (2013) that: parental motivational practices are factors that have significant direct effects on academic intrinsic motivation. And indirect effects on subsequent motivation and achievement. Thus, as children are motivated by their parents to learn, their achievements become motivation for them later. In other words, extrinsic motivation from parents induced intrinsic motivation from students.

In short, parental involvement as viewed from three different perspectives in this study contribute to a significant extent to the academic achievement of high achievers in the Central-Tongu District of the Volta Region of Ghana.



CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Introduction

This chapter provides a brief overview (summary) of the study, highlighting the main findings from which conclusions are drawn. Further, recommendations are presented and suggestions offered for further research.

Summary of the study

Academic success has become the concern of all stakeholders in education across the globe. Governments, teachers, non-governmental organizations, philanthropists, students and parents continue to play a variety of roles in ensuring academic success of students in education. As governments make sure they provide the necessary infrastructure, teaching and learning materials, engaging teachers and paying their remuneration (in public schools) and above all initiate policies such as fCUBE, free school uniforms, school feeding programme, capitation grant, among others, non-governmental organizations and philanthropists also complement some of these efforts of governments to ensure the success of education. As students are expected to take their studies seriously to make academic success a reality, parents as one of the major stakeholders, have a very significant role to play in the academic achievements of their wards.

It was in light of this that this study intended to explore the empirical evidence involving the role of parental involvement in academic achievement of high achieving students in the Central – Tongu District of the Volta Region of Ghana. To achieve this ultimate goal, three objectives were spelt out and these were to: “identify the

involvement practices that parents of high achieving students engage in at home in the Central – Tongu District of the Volta Region of Ghana”;

“discover ways parents of high achieving students are involved in the academic progress of their wards in senior high schools in the Central –Tongu District; and

“ascertain the contribution of parental involvement practices towards academic achievement of high achieving students in the Central-Tongu District”.

To achieve the above objectives, the following research questions were posed to guide the study:

- i. What are the involvement practices that parents of high achieving students in the Central-Tongu District engage in at home?
- ii. In what ways do parents of high achieving students get involved in the academic progress of their wards in Senior High Schools in the Central-Tongu District?
- iii. To what extent does parental involvement contribute to the academic achievement of high achieving students in the Central-Tongu District?

The researcher, employed a case study design which was informed by the interpretive paradigm which enabled him gather data from the respondents in their natural setting. In all, twelve (12) respondents were involved in the study of which six (6) were high achieving students (four from ADISEC and two from MAKSETECH) and six (6) were parents of these high achieving students. These participants (respondents) were arrived at using extreme case purposeful sampling technique. The instrument used to collect data from the respondents was interview guides (one for parents and the other for the high achieving students). The interviews conducted were face-to-face, with semi-structured interview items with the sole aim of probing into the problem under investigation.

Conceptually, extensive review was done on: the concepts of academic performance and academic achievement, high achievers and their characteristics, factors responsible for academic achievement of students, parenting, parenting styles and academic achievement, parental involvement practices (at home and in the school), parents' educational expectations and parental involvement, and finally the impact of parental involvement on the academic achievement of students. It is very important to note here, that the knowledge acquired from the conceptual framework guided and influenced the carving of the research questions necessary for the data collection process. It also controlled the pre-set themes for the data collected. Lastly, the conclusions drawn from the data collected helped answer the three research questions.

Main findings

The first research question explored the involvement practices that parents of high achieving students in the Central-Tongu District engage in at home.

The study discovered that parents of high achieving students engaged in many activities in the home that helped their children to excel academically. To start with, parents of high achievers provide academic needs of their children at home. Aside that, they control them (children) especially when they were on vacation by making sure that they study at home. In addition, they (parents) motivate their children to learn by giving them some money for getting grade "A" in any of the core subjects, parents advising and encouraging their children, using people as role models for them, paying for their children's extra classes teaching and above all creating conducive learning environment for them at home.

The second research question asked the participants (parents) concerning ways they get involved in the academic progress of their wards in Senior High School.

Here, few but very important parental involvement practices emerged. It came out from the findings that, parents regularly pay their children's school bills and provide other school needs for their wards. Interestingly, it was unveiled that even if they were not able to pay their children's school fees on time, they usually go to school authorities and negotiate for payment plan. This help prevent their wards from being sacked from school. In terms of PTA meetings, it was revealed that all the parents except one always honour such meetings in which they take critical decisions for the betterment of their children's academic achievement. Again, either immediately after PTA meetings or on their own visit, they do interact with some of their wards' teachers to discuss how their children were doing in the school with them. Finally, parents disclosed that the main form of communication between them and school authorities was through the report card (sheet) which enabled them monitor their children's progress.

The third and final research question attempted to assess the impact or contributions of parental involvement practices towards the academic achievement of high achieving students in the Central-Tongu District.

From the data analysis and discussions, the impact of parental involvement on the high achievers' academic achievement was mammoth. To start with as parents provide the academic needs of wards, they were able to learn as compared to children whose needs were not met though some may be able to perform very well regardless of the level of their parents' involvement.

In addition, parental control and discipline in the house which was confirmed by the students helped them focus on their academic work.

In related development, the study again revealed that the creation of conducive learning environment or atmosphere for children to learn at home coupled with making sure that children have personal learning time- table at home cultivate the habit of learning among students. This helped high achievers to remain at the top. Also, parents as part of their home involvement make money available for their wards" extra classes during the holidays. This they noted helped their children to have remedial tuition especially in subject areas they were having some difficulties in.

In terms of school involvement, the study disclosed that, as parents pay school fees of their children they were not sacked from classes and from the examination halls. This enabled them participate in lessons fully and write terminal examinations hence better academic performance. In addition, parents attending PTA meetings helped them (parents) in taking critical decisions which end up impacting on students positively.

Another aspect of school involvement practices of parents which many but few parents engage in was visiting their children in school and discussing their children"s performance with school authorities. The study revealed that only few parents visited their wards unannounced when they (children) were in school. Those whose parents never visited feel dejected when they see their colleagues with their parents visiting them.

Finally, the study indicated that the communication between the home and the school in the form of terminal report sheet also has significant role to play in parental involvement. Through this document, parents get to know the performance of their children and advise them accordingly. Thus, parents taking decision based on the report received from school authorities becomes another impact of parental involvement.

It was further revealed that all parents have expectations for their children to pass all the subjects they were going to write with strong grades that would enable them progress to any tertiary institution of their choice in order to become somebody great and productive in future. To materialize these dreams, parents noted that they were providing their children's educational needs both at home and in the school, working hand in hand with the teachers by supporting them to help their children realize their (parents') expectations. Again, parents of high achieving students also advise and motivate their children to learn hard.

Conclusions

Based on the empirical evidence from the main findings on the role of parental involvement in academic achievement of high achieving students in the Central – Tongu District of the Volta Region of Ghana, the following conclusions could be drawn:

The respondents (parents) were highly involved in the educational process of their high achieving students. This fact has been confirmed by the beneficiaries of this involvement (students).

It was also very clear from the findings that before some of these high achievers became boarders, their parents control them in the home, supervise their studies, provide them with their educational needs and some parents even motivate their children with money when they perform excellently in core subjects.

The above notwithstanding, all parents pay their children's school fees on time but instances where they have difficulties, they do not relent to go to school authorities to arrange for payment plan. This initiative helped greatly to prevent their wards from being sacked for non-payment of fees and its attendant consequences. Also, except one of the parents who hardly attend PTA meetings organized by the school in

collaboration with PTA executives, the remaining five parents actively take part in such meetings during which very important decisions aimed at the enhancement of academic performance were taken. Better still, regardless of the fact that apart from PTA meetings and terminal reports, the said schools do not communicate with parents in any other way, the report sheets usually sent to parents enable them (parents) advise, counsel and encourage their wards for better performance.

On the issue of parental expectation as another level of involvement, there was no doubt that parents have great expectations for their children which they clearly communicate to them (children). Not only do they communicate their expectations to them, they also support their expectations with parental involvement in forms of providing their children's educational needs both at home and in the school, by supporting their children's teachers to help realize their expectations and also through parental advice and motivation of students to learn hard.

In short, all these parental involvement practices of parents of high achieving students in Central-Tongu District of the Volta Region of Ghana help enhance academic achievement of these high achievers. Unfortunately, what seem not to be clear was whether it was the parental involvement that promotes academic achievement or it was the academic achievement of high achievers that induced parental involvement from their parents.

Recommendations

As noted by Arminio & Hultgren (2002) in Kusi (2012, p. 137), "It is not for the sake of research itself that researchers should embark upon this work but rather to improve the lives of others. Interpretive research is initiated for the purpose of improving the world through more informed action". Based on the above revelation, the researcher

deemed it necessary to make the following recommendations which originate from the main findings of the study.

Firstly, parents in the Central–Tongu District who want their children to excel in their academic performance ought to control their children in the home or request the assistance of others (teachers) to help them control their children in relation to their academic work. They must also create enabling or conducive learning environment for their children at home by making sure that they provide all that their children need to learn and above all motivate them (children) to learn hard for better academic results.

Secondly, parents, whose children are in ADISEC and MAKSETECH who want their children to enjoy the full services of teachers in school in the form of teaching need to pay the bills of their wards so that they would not be asked constantly by school authorities to go home for fees. This would go a long way to retain students in class for effective teaching and learning. Again, since PTA has become a very influential decision making body in the second cycle schools, parents must never avoid meetings organized by the schools in consultation with PTA executives. Because, whatever decision is taken in such meetings would be binding on all parents whether good or bad. So, for effective decision making, all parents must be involved for better decision making for our dear schools in the district. Last but not least on school involvement practices, head of the two institutions (ADISEC and MAKSETECH) need to devise other ways of communicating either the progress of their students or policies and programmes of the school to their co-partners in education (parents) not but only through students report sheets or cards. This would serve as informer of parents for their needed input or better still support for the school in all matters. On the issue of report cards, parents need not receive and put them under their pillows, since the

use of it is to help advise and encourage their wards for enhanced academic performance.

Thirdly, since guidance and counselling is for all, parents in the district must be constantly talked to about their roles in the education of their children. This, I hope would help remind them about their educational responsibilities to enhance academic performance of their children in the district.

Last and fourth, the researcher at this juncture highly recommends that parents who really want their children to excel academically must set goals for their wards in the form of expectation which must be clearly communicated to them (students) so that they would remain focused on their parents' expectations. More importantly, parents must support their children in the form of input and counselling for their dreams to be materialized.

Suggestions for further research

Since no single study can solve all the problems pertaining to a particular field of learning, I deemed it fit to make the following suggestions:

To start with, so far as the parental involvement is broad a topic, any further study can be conducted on whether it is parental involvement that really influences the academic achievement of students or it is rather the students' academic achievement that motivate parents to get involved in the educational process of their children.

Again, since the literature reviewed and the findings pointed out that there are other factors such as teacher related factor, school related factor and students characteristics all combined with parental involvement to influence academic success of children, a quantitative study can also be carried out to determine which of the above factors significantly influence academic achievement of students in second cycle schools in Ghana.

Lastly, the present qualitative study with case study design does not support generalization of findings outside the setting of the study for that matter, it is strongly suggested that any researcher who wish to delve into the topic of parental involvement and desire to generalize the findings should consider using a survey design with probability sampling technique in order to be in position to generalize his or her findings for policy direction.



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APPENDICES

APPENDIX A

An Interview Guide for Parents of High Achieving Students

My name is Eric D. K. Dzivor. I am a student of the University of Education, Winneba pursuing Masters of Philosophy in Social Studies. This research is being conducted to find out how involved you are as a parent in academic pursuit of your ward. The study is purely academic work with the aim of providing the necessary information about parental involvement and academic achievement. Please your openness, deep reflection on the questions and response based on personal experience is solicited. Please the information you provide would be treated confidential as your anonymity is assured. Thank you very much for your time and audience.

Background information

- 1 Please tell me something brief about yourself; name, your relationship with your child and your occupation.
- 2 How would you say your child is faring at school?
- 3 What do you think contribute to his or her excellent performance?

Home involvement

- 4 How much, if any, has to do with your role as parent in his or her learning at home?
- 5 What are some of the activities that you engage your child in at home that promote his or her academic success?

School involvement

- 6 How often do you provide your child's school needs?
- 7 Have you ever interacted with any of your ward's teachers? If yes, tell me some of the things you have ever discussed with any of these teachers of your child?
- 8 Were you ever invited to meetings concerning your ward before?
- 9 How often do you honor such invitations?
- 10 Have you in any way ever assisted your child's school?
- 11 Have you ever received any report from the school authorities on your ward?

Parental expectations

- 12 Tell me some of your expectations for your ward as he/ she is in school.
- 13 How would you ensure that your child meets those expectations?
- 14 Is there any other information that you would like to share which I have not asked you?

Thank you for your cooperation.

APPENDIX B

An Interview Guide for High Achieving Students

Eric D. K. Dzivor is my name. A Master of Philosophy in Social Studies student of the University of Education, Winneba. The purpose of this exercise is to enable me to find out how involved your parents are in your educational process and your academic achievement. The exercise is purely an academic one therefore; your honesty is highly appreciated. Please whatever piece of information you give would be confidential. Thank you.

Background information

1. Please tell me something brief about yourself; name, age, class, status (whether a day student or a boarder), your relationship with your parent / guardian and the work he /she does.
2. Tell me how you are faring in school- thus, your performance in school so far.
3. What do you attribute your academic success to?
4. Do you live with your parents or guardian?

Home involvement

5. In terms of discipline, how does your parent /guardian treat you?
6. Do those treatments help you focus on your academic work?
7. Tell me a brief story about what your parent or guardian does at home to help you academically.
8. Does your parent or guardian help you in your homework?

School involvement

9. Does your parents provide all your school needs for you regularly and on time?
10. Were you ever being sacked for non-payment of fees?
11. Does your parents attend meetings organized by your school?
12. Do they pay unannounced visit to you at school?
13. If yes, what do they do at such visits?

Parental expectation

14. Does your parent in any way inspire / motivate you to learn?
15. In what ways does he or she do that?
16. Is there any other information that you would like to share with me concerning how your parents get involved in your education?

Thank you.

APPENDIX C

Letter of introduction to the headmaster of MAKSETECH



UNIVERSITY OF EDUCATION, WINNEBA	DEPARTMENT OF SOCIAL STUDIES EDUCATION
P. O. Box 25, Winneba, Ghana. Tel. 020 2041096	
Email: socialstudies@uew.edu.gh	

28th January, 2016

The Head
Mafi -Kumase Sen. High Tech. School
P. O. Box 10
Mafi -Kumase -Volta Region

Dear Sir/Madam,

LETTER OF INTRODUCTION: MR. DZIVOR ERIC DOTSE KORSI

We write to introduce Mr. Dzivor Eric Dotse Korsi to your outfit. He is a second year M. Phil Social Studies student with index number 8140140014 from the above named Department.

He enrolled on the programme in 2014 and is currently conducting a research on “**Parental Involvement in Academic Achievement of Students.**”

We shall, therefore, be grateful if he could be offered any assistance that he may need.

We count on your usual co-operation.

Thank you.

Yours faithfully,

DEPARTMENT OF SOCIAL STUDIES EDUCATION
UNIVERSITY OF EDUCATION
Florence Okoro -Hanson
Winneba
for: Head of Department

APPENDIX D

Letter of introduction to the headmaster of ADISEC



UNIVERSITY OF EDUCATION, WINNEBA	DEPARTMENT OF SOCIAL STUDIES EDUCATION
P. O. Box 25, Winneba, Ghana. Tel. 020-2041096	
Email: socialstudies@uew.edu.gh	

28th January, 2016

The Head
Adidome Senior High School
P. O. Box 8
Adidome –Volta Region

Dear Sir/Madam,

LETTER OF INTRODUCTION: MR. DZIVOR ERIC DOTSE KORSI

We write to introduce Mr. Dzivor Eric Dotse Korsi to your outfit. He is a second year M. Phil Social Studies student with index number 8140140014 from the above named Department.

He enrolled on the programme in 2014 and is currently conducting a research on “**Parental Involvement in Academic Achievement of Students.**”

We shall, therefore, be grateful if he could be offered any assistance that he may need.

We count on your usual co-operation.

Thank you.

Yours faithfully,

DEPARTMENT OF SOCIAL STUDIES EDUCATION
UNIVERSITY OF EDUCATION
WINNEBA
Florence Akore –Hanson
for: Head of Department

APPENDIX E

Table 3:A Coded Semi-Structured Interview Transcript “A”.

Codes	Responses of each parent of high achieving students to Semi-structured Interview Items: Transcript “A”	Themes
Parents satisfied with children’s academic performance	<p>Interviewer (Int.): Question one (Q1). Please tell me something brief about yourself; name, your relationship with your child and your occupation.</p> <p>High Achieving Student’s Parent (HASP)-1: I am Parent A. High Achieving Student A is my son and I am a farmer.</p> <p>High Achieving Student’s Parent (HASP)-2: I am Parent B, a teacher by profession and I am a father to student B.</p> <p>High Achieving Student’s Parent (HASP)-3: I’m called Parent C and I come from Mafi-Tove. I am a farmer and Student C is the fifth child out of the twelve children I have.</p> <p>High Achieving Student’s Parent (HASP)-4: I am Parent D, a mother to Student D and I am a teacher and I come from Kpogede.</p> <p>High Achieving Student’s Parent (HASP)-5: My name is Parent E. I am a farmer and a vulcanizer and Student E is my daughter.</p> <p>High Achieving Student’s Parent (HASP)-6: I am a pensioner. I worked in GES from 1974 to 1979. I ended up as principal accountant in GES. My name is Parent F from Agorta. Student F is my son, the last child.</p> <p>Int.: Q2. How would you say your child is faring at school?</p> <p>HASP-1: I am satisfied with my child’s</p>	<p>Pre-set themes:</p> <p>Academic Achievement of students</p>

<p>Intelligent quotient, parental involvement and self-determination</p>	<p>academic work.</p> <p>HASP-2: Ok, really, my child is doing well. As I could see from his terminal reports, what I normally do is that, I am taking responsibility of all that is needed in the school.</p> <p>HASP-3: As a matter of fact, she is doing very well because a child who is schooling can be equated to farming which needs to be visited often which I usually do which I was always encouraged by the teachers.</p> <p>HASP-4: Oh, as a boarder, she is doing well in all the subjects except Elective Maths.</p> <p>Int.: As she is in the boarding house now it seems you do not have much to do in promoting her academic success? (Probe).</p> <p>HASP-4: We, we are doing it instead because, when you send a child to the boarding house without your support, nothing she can do. This shows how involved we are in her educational process.</p> <p>Int.: Does she get some As termly? (Probe).</p> <p>HASP-4: Yea she gets As a lot. Some times in a term, she gets about four or five As and B+ and it is only Elective Maths that she mostly gets D+ which we are not satisfied with.</p> <p>HASP-5: My daughter is doing very well according to the reports I usually have from her teachers.</p> <p>HASP-6: We are never satisfied with performance of children till the last huddle is overcome. For now he is trying. I can pick that from reports that are sent to parents.</p> <p>Int.: And how do you see those reports? (Probe).</p>	
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<p>Provision of school needs, supervision and control at home and parental encouragement</p>	<p>HASP-6: He is trying, he is managing it. He is above average.</p> <p>Int.: Q3. What do you think contribute to his or her excellent performance?</p> <p>HASP-1: I think my child is gifted. But I also think as a parent, I do what is expected from me to do as a parent.</p> <p>As a parent, I am expected to pay his school fees, give him pocket money every day. Things that are needed for learning so that he will also appear good in school, I do well to see to those things</p> <p>HASP-2: That is so because anything that the school needs I provide it. I do everything to keep him on course.</p> <p>HASP-3: I think her performance can be attributable to the foundation she has gotten from the kindergarten. The care I have given to her in her schooling. How I also ensure that she does not get out of the house indiscriminately. In addition, I also get a teacher for her at home.</p> <p>HASP-4: From my experience as a teacher, when you are teaching students without parental support then they cannot do well in the sense that the child would say that oh, I need this but I don't have meanwhile my friend is having, that would make him or her have divided mind which would affect her studies. So, whatever she needs, as we do it for her, her mind is at peace to study.</p> <p>HASP-5: I think that her performance can be attributed to her determination, how well the teachers are teaching them and above all, how supportive we (the parents) are in her education.</p>	<p>Parental involvement practices at home</p>
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	<p>HASP-6: Well, the thing is determination. You yourself must be determined to achieve something. This is supported with parental advice and the mercy of God.</p> <p>Int.: Q4. How much, if any, has to do with your role as parent in his or her learning at home?</p> <p>HASP-1: In the house, all my children who are going to school, I have been telling them that because I don't have money, I don't want them to complete school and go and write remedial examinations. No, if you are in school you have the time to learn, write exams and pass once and for all. And if there is the need for going ahead, we will do something about it.</p> <p>HASP-2: Oh, really, it is my duty as a father to play my part to his excellent performance. And as a father, that is why I say in the first instance that, I provide all needs that lead to his excellent performance.</p> <p>Int: Apart from providing the needs for him in the house what do you do specifically so that all the needs you provided are put to use? (a probe)</p> <p>HASP-2: Ok, I control him in every way. When he is in school, I put somebody over there to guide him. So any information about his irregularity, I contact that person for correction. Any time at all, I visit the school and then cross check how he is faring at school whether good or bad. So, I receive reports, frequent reports from the teachers that lead to his excellent performance.</p> <p>HASP-3: My roles in the home are many. For instance, her school needs, her ill-health</p>	
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	<p>situations and everything of her concerns me. What she is to put on in school and even wears are all my responsibilities which I'm carrying out. Because I don't want her to lack so that she would go astray. As a result, whatever she asked, I do it for her.</p> <p>HASP-4: As you know, she did not stay with us as such, she is a boarder. When she comes home we make sure that she studies. Whatever she asked concerning her academic work we do provide for her in the home.</p> <p>HASP-5: OK, in the house what I normally do is when she comes from school, I see to it that she learns or I ask her whether she was given homework. When given I encourage her to work on it before giving her any house chores.</p> <p>HASP-6: There is need for encouragement. Not only encouragement, you must support it with inputs.</p> <p>All that is needed for learning. You must provide the atmosphere which will be conducive for learning. Lightening system is there, any gadget say like calculator and other things you must provide them. If there is chance you make some money available to teachers who would be willing to take them extra.</p> <p>Int.: Q5. What are some of the activities that you engage your child in at home that promote his or her academic success?</p> <p>HASP-1: In the house I see to it that when it is time to go to farm in the holidays we go together. When it is evenings too, I make sure that they read something before they go to bed. I</p>	
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<p>Communication, visits to the school by parents, interaction with teachers and invitations</p>	<p>also encourage them by citing people in the community who have also made it in life though they were poor but through education, they have made it in life.</p> <p>HASP-2: Ok, any time he is back from school, I make sure I have a study corner for him. I make sure at his leisure time he does not go out. He would stay glue to his books at his leisure time and then study. I supervise him for that.</p> <p>HASP-3: I let her also have extra teaching at home, counselling her on how to learn to be great in future.</p> <p>HASP-4: During the vacation too we let her attend classes.</p> <p>HASP-5: What other thing I do is talking to her concerning her studies so that she can be forward looking in her studies. I also ensure discipline in the house.</p> <p>HASP-6: I may say I urge him to make time table for his studies. He should device time especially subjects that he is facing difficulties in he should make much time for that. Thus, through advice and urging him to concentrate on the subjects he is not satisfied with their marks, I encourage him to concentrate more on that during the holidays.</p> <p>Int.: Q6. How often do you provide your child's school needs?</p> <p>HASP-1: Any time he says he needs something, I try hard to provide.</p> <p>HASP-2: Regularly, anytime at all.</p> <p>HASP-3: As a matter of fact, every school needs of hers I do provide.</p>	<p>Home-school relationship</p>
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<p>Provision of school needs and attending PTA meetings</p>	<p>Int.: For instance (Probe). HASP-3: School fees, dresses, footwear etc. HASP-4: When she is going to school, we take money and buy all that she needs for her which she takes along to the boarding house. We also give her „chop money“ because it is not everything that she eats from the dining hall. When her things get finished especially before the mid-term, she comes home for another stock. HASP-5: Please yes, I do all those things. Int.: Those things such as such as (Probe) HASP-5: I see to her school uniform, books, and all other things she needs in the school that would help her have stable mind. HASP-6: Well, I have tried to do my possible best with the help of my wife to provide him all he needs though he is with a guardian but we remit his chop money, provide food items for the house and we make sure he has something down for emergency he can face it. Apart from that too the use of the mobile phone is of advantage. He can report at any time to me any situation so that we can run for it. Int.: So, what about his school fees and learning materials? (Probe). HASP-6: Everything is provided. He is never owing. He even has credit with the school right now. Int.: Q7. Have you ever interacted with any of your ward“s teachers? HASP-1: I do that at Primary and JHS but here I do not really do that. But it is only you whom I have interacted with once before as I hope you</p>	
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	<p>can also testify.</p> <p>HASP-2: Yes, of course. That is why I said on the onset that I normally visited the school and then find out how the child is faring. I interacted with them and they give me advice on how to guide him to study.</p> <p>HASP-3: Yes, I do meet teachers of my child and discuss how she is doing. And I do even tell them that she is their daughter as well so any time she is going astray they should please correct her for me and ensure that she learns.</p> <p>HASP-4: Yes, I asked “Who Knows” [her teacher] that, Matilda how do you see her learning in the school and her general behavior and he said: it is good but except Elective Mathematics. So he asked me to take a teacher for her which we do during the vacation.</p> <p>HASP-5: Please no except during PTA meetings and after the PTA meetings, I do interact with some of her teachers.</p> <p>HASP-6: Hmm, not so much. I don’t interact with them so much. At the initial stage when I used to go to pay his fees myself. At that time I send the money myself.</p> <p>Int.: If yes, tell me some of the things you have ever discussed with any of these teachers of your child? (Probe).</p> <p>HASP-2: Recently, I went to the senior house master and I learnt there is a programme in the school which I saw that it would not help my child to study. So I discussed it with the senior house master for my child to desist from that. The programme is keep-fit club. So the senior</p>	
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	<p>house master helps me to quench that thing. As a result, he has not been taking part in that thing.</p> <p>HASP-3: Yes I do meet teachers of my child and discuss how she is doing. And I do even tell them that she is their daughter as well so, any time she is going astray they should please correct her for me and ensure that she learns.</p> <p>HASP-4: Yes. What we discussed concerns her performance as I stated earlier.</p> <p>HASP-5: Please no.</p> <p>HASP-6: That has never happened. Yes, if anything then it is general. For example PTA meetings.</p> <p>Int.: Q8. Were you ever invited to meetings concerning your ward before?</p> <p>HASP-1: I do attend only Parent Teacher Association (PTA) meetings.</p> <p>HASP-2: Last time I went to PTA meeting but not purposely for my ward. That is to buy generator for the school that would boost their morale in the evening to study when the lights are off. Thus the only thing I have been invited for.</p> <p>HASP-3: Yes, thus PTA meetings which is twice a term.</p> <p>Int.: Apart from PTA meetings, were you ever invited to other meetings before? (Probe).</p> <p>HASP-3: Yes they do call me. For instance, last time I was told that she has not been attending “parade” so I went and we talked it over.</p> <p>HASP-4: Yes it is only PTA meetings.</p> <p>HASP-5: Please no except PTA meetings.</p> <p>HASP-6: That has never happened. Yes, if</p>	
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	<p>anything then it is general. For example PTA meetings.</p> <p>Int.Q9: How often do you honor such invitations?</p> <p>HASP-1: Though I do not attend all PTA meetings, any time I am not able to go, I do ask a relative to attend on my behalf and inform me about what ever discussions that transpired. Whatever is agreed upon too, I make sure I do it.</p> <p>HASP-2: Ok, any time that I'm free.</p> <p>HASP-3: Any time I'm called I do go because educating her is something I'm doing in order to benefit from it tomorrow so any time I'm called I do go.</p> <p>HASP-4: Yes we attend often.</p> <p>HASP-5: Very often and even if I would not be able to go, my wife goes.</p> <p>HASP-6: Regularly. Almost all. When I can't go I instruct the guardian (the sister) to go on my behalf.</p> <p>Int.Q10. Have you in any way ever assisted your child's school?</p> <p>HASP-1: No other assistance have I offered to his school apart from paying PTA levies.</p> <p>HASP-2: Yes. That is why I say that last time, we were asked to buy generator for the school so we all contributed to that and now we have generator in the school.</p> <p>HASP-3: I would say yes with the reason that when we go to meetings I also talk for the good of the school and for other parents to be involved and show concern for the education of their wards. I also pay PTA levies towards the</p>	
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<p>Demands from parents and hopes (Children getting good grades in their final exams, further their education and be great in future)</p>	<p>development projects of the school.</p> <p>HASP-4: It is only PTA levy that we pay but apart from that we don't.</p> <p>HASP-5: Please no except PTA levies.</p> <p>HASP-6: Assisted the school, in which way?</p> <p>What I may say is that during the time when we were looking for admission we were asked to provide a bag of cement so that they can build a wall around the school and I have provided that.</p> <p>Apart from that, nothing special.</p> <p>Int.: 11. Have you ever received any report from the school authorities on your ward?</p> <p>HASP-1: I have not received any report as such.</p> <p>When he brought his terminal report, I go through only his terminal reports to see what he got in the subjects he is studying in school. In addition, it is only once that I asked you about the subject you are teaching.</p> <p>HASP-2: I do receive terminal reports but I have never received any bad report about my ward from the school before. Last time, the report I received was that, in Form One, I opted him (my child) to do Science but because of the grade they say he is not good. But when they took exams in Form Two, my child came first in the entire school. So they called him before the whole school and congratulated him. And so, they asked him: were you not the one your father brought for you to come and pursue Science course before we said you are not fit for that one? So, because of that they said: oh the guy is good. For that matter he should continue with the Science course but I said it is too late. Now he is</p>	<p>Parental expectations</p>
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<p>Provision of needs of children and supporting teachers</p>	<p>doing General Arts so he should continue with that one. Now, he is one of the best in the school.</p> <p>HASP-3: I do receive report from school authorities in the form of report cards indicating her performance. I'm also told that based on her performance, when there is any quiz competition she would be part of the team. Again, as I indicated earlier I was given a report that she has not been going to "parade" which she said is due to private studies she want to have during that period which I also went and solved. Even from her report cards, she is doing very well.</p> <p>HASP-4: It is only report sheet apart from that no other report was given.</p> <p>HASP-5: The only report received is report sheet.</p> <p>HASP-6: Report, which is the terminal reports. That is all no special report.</p> <p>Int.: Q12. Tell me some of your expectations for your ward as he/ she is in school.</p> <p>HASP-1: As he is in school, I want him to get single number in his final examinations.</p> <p>HASP-2: Ok, I'm expecting him to be somebody prominent in the future, both for the community and then the nation at large like a lawyer or if not, a pilot.</p> <p>HASP-3: What I expect from her is to learn hard and pass all her exams and go to the university for me.</p>	
<p>Motivating and counselling children</p>	<p>HASP-4: Hmm, we feel that our daughter should learn. As she goes to ADISEC, I do tell her that ADISEC is not a place to go and go again so when she writes exams she should get good</p>	

<p>Teachers must do a little bit more, parents providing needs and advising children</p>	<p>results so that any tertiary institution she wants to go whether we have the money or not we would go and borrow money and send her to that school. So it is our desire that when she completes with good results whatever it is, we would send her to any tertiary institution of her choice.</p> <p>HASP-5: Ok, what I want from her as she is in school is that she should be somebody productive in future.</p> <p>Int.: What is that somebody productive you are talking about? (Probe).</p> <p>HASP-5: Please that one it is only God who can determine that less I will be running ahead of God.</p> <p>HASP-6: Well, I advised him not to join bad groups through experience.</p> <p>So I used my experience to advise him to avoid bad friends, to be humble to masters, seniors and juniors. Be friendly with everybody but be special in his thinking. I expect him to be a good boy, he should learn hard, have good grades so that he can look forward for higher academic works.</p> <p>Int.Q13. How would you ensure that your child meets those expectations?</p> <p>HASP-1: That is why I am doing everything possible to provide whatever he needs with regards to his learning so that he will not be thinking leading to his mind being off from the learning.</p> <p>HASP-2: I will provide all his needs for him to achieve that goal. All that is needed for that, I</p>	<p>Emergent theme: Parental advice</p>
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<p>Looking after children, talking to them, parental support and control</p>	<p>will do it if am in position.</p> <p>HASP-3: To ensure that, I need to work hand in hand with the teachers so that whatever the teachers say I must support them to help my child realize my expectation.</p> <p>I told my children that any of them who scored seventy percent and over (70% +) I will give him or her ten Ghana cedis (GH¢10.00) for any of the core subjects after they submit their marked papers.</p> <p>HASP-4: We have been telling her that when she is about to write exams and you sit down, God would never give you that good results. You should be studying, you can't sit down without studying and be expecting good results. You can't get anything better. You should be studying, keeping in mind that my parents said when I get any good result I would go to any tertiary institution.</p> <p>We have also been telling her not to put her hope on "Apor". When she puts her hope on "Apor", she might go and fail.</p> <p>HASP-5: What I am doing is to ensure her safety and providing her needs both at home and in the school.</p> <p>HASP-6: Well, by providing his needs. Things that he needed for learning and for support like some money available so that he would not be wandering how to get this, or no, if he can keep it for fear that he would spend it you can keep it with the guardian or an elderly person that if he is in need he should call and go ahead would be given. And then you should advise him to learn</p>	
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	<p>hard. He must make the best grade so that entering into the university or any high institution would not be the problem.</p> <p>I also advise him to be religious.</p> <p>Int.: Please how would religion ensure his success to meet your expectation? (Probe).</p> <p>HASP-6: Oh, I have got a lot of proves on my own life. God did a lot for me so I know God can do it for him too.</p> <p>Int.: Q14. Is there any other information that you would like to share which I have not asked you?</p> <p>HASP-1: Ok, ok, ok. Let me share something: what I think is that without you the teachers my expectations would not be materialized so, I need your cooperation that you will do a little bit more so that my aim and expectation will come to pass for the benefit of us all.</p> <p>HASP-2: In fact, this is my first time of meeting a person like this. I think the high schools are doing well to boost the morale of our children. I have seen that if the child is contacted on these issues I think it can boost his morale to study hard. Because he came to me saying; father, somebody came to our school and asked me to give him your number which I gave out. So later I received your call. That shows me that what my child is telling me is true. I will only encourage that this programme should continue so that it would not be a nine day wonder. It should be regular, so that something fruitful would come out of it. This programme would ginger the students to learn hard. I would encourage you to continue with the programme so that we the</p>	
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	<p>parents would get to know our roles.</p> <p>HASP-3: I want to advise my colleague parents whose children are in school to be concerned about their children so that whatever they need in school and at home they do it for them. I have also realized that when one's child is in boarding house is better than staying with you at home because during the night when there is spinning going on your child can run to that place in your absence. But in the boarding house, he or she is under the control of the teachers. There is time for inspection and there is also time for studies and that would help the child. Therefore boarding house is better than day system and this also prevents unhealthy relationships among them leading to teenage pregnancy, for example. In addition we also need to provide whatever our children asked because if we don't do it for them in order to prevent negative influence from others, they will go astray.</p> <p>Int.: But there are some others whom everything is provided for them but they are still going astray? (Probe).</p> <p>HASP-3: Then that means that one needs to be talking to them or letting the people they can listen to, to talk to them. For instance, teachers or some elderly ones less you don't help the child.</p> <p>HASP-4: We think you have asked all.</p> <p>HASP-5: Oh, no you have asked all the questions.</p> <p>HASP-6: Not really.</p> <p>Int.: As a parent whose child is doing very well in school, what advice do you have for all</p>	
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	<p>parents so that their children can also do well in school? (Probe).</p> <p>HASP-5: My advice to parents is that as we have given birth to our children, it is our responsibility to look after them as our parents did. Even if our children are disobeying us, we should be talking to them. We should be determined in looking after them so that they can be productive for us all in future.</p> <p>HASP-6: The thing is, you must provide the moral support, you must advise, you must be willing to give (pay school fees on time). Parents should provide enough and leave extra down for contingencies.</p> <p>Int.: But sir, sometimes parents do provide for their children who are not lacking anything but they do not do well? (Probe).</p> <p>HASP-6: Parent should get involved. Don't leave so much money in the hand of your child. There must be control. If you are not near your child, leave him or her in the hand of a guardian.</p>	
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APPENDIX F

Table 4: A Coded Semi-Structured Interview Transcript “B”

Codes	Responses of High Achieving Students (HAS) to Semi-Structured Interview Items: Transcript “B”	Themes
Good academic performance	<p>Interviewer (Int.): Q1. Please tell me something brief about yourself; name, age, class, status (whether a day student or a boarder), your relationship with your parent / guardian and the work he /she does.</p> <p>High Achieving Student (HAS) -1: My name is Student 1 and I am in General Arts 2B. I am a boarder and I am 17years old.</p> <p>High Achieving Student (HAS)-2: I m a boy of eighteen years, a boarder, and I am in General Arts E.</p> <p>High Achieving Student (HAS) - 3: My name is Student 3. I’m in SHS3 and I’m 18years and a boarder. My parent is a farmer and he is my father.</p> <p>High Achieving Student (HAS) - 4: My name is Student 4. I’m 16years of age and in form three. I’m a boarder. My mum is a teacher and my dad is self-employed and they are all my parents.</p> <p>High Achieving Student (HAS) - 5: Please my name is Student 5. I’m 19 years old and I’m in SHS2. I’m a day student and I have a very good</p>	<p>Pre-set themes:</p> <p>Academic Achievement of students</p>

<p>Self-determination and parental involvement</p>	<p>relationship with my parents. My mum is a farmer, my dad is also a farmer and the same time a vulcanizer.</p> <p>High Achieving Student (HAS) - 6: My name is Student 6. I'm 18years of age, a day student and I'm offering Geography (thus, 3A2). My guardian is a teacher, my father is a retiree and my mum is a trader.</p> <p>Int.: Q2. Tell me how you are faring in school- thus, your performance in school so far.</p> <p>HAS-1: I am doing very well.</p> <p>HAS-2: Quite encouraging.</p> <p>HAS-3: MMmm, so far it is getting on well.I'm quite performing.</p> <p>HAS-4: My academic performance is quite good.</p> <p>Int.: Do you claim some "As" termly? (Probe).</p> <p>HAS-4: Sometimes three or four.</p> <p>HAS-5: My performance in school so far is quite good.</p> <p>Int.: Have you been making some "As" in terminal exams? (Probe).</p> <p>HAS-5: Please yes. Sometimes three "As" and other times four "As".</p> <p>HAS-6: As for performance, I will say it's not bad but it needs some improvement.</p> <p>Int.: Q3. What do you attribute your academic</p>	
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<p>Parental discipline, provision of school needs and parental encouragement</p>	<p>success to? HAS-1: I can say my success is due to my personal determination and the support of my parents. HAS-2: That can be attributed to the roles my parents are playing in my education and my own sacrifice. HAS-3: It's caused by my determination, sacrifice and learning. In addition, my father also makes sure he has to cater for me at school and pay my fees. HAS-4: My parents provide my needs whenever I tell them I'm in need of something and they are always there for me. And me myself I do some training. I normally learn, I don't relax. I know I'm here for a purpose so I need to learn HAS-5: To the way I'm been trained at home and the way my parents advise me that is what makes me to force myself and learn. HAS-6: The cause of my performance would be, I will say the encouragement or the motivation my parents have been giving me. Because any time they have the chance they have been calling me to motivate me to tell me to learn and to concentrate because if I'm not able to make it at this level I would not be going anywhere so this is the only place I can make it. Int.: Q4. Do you live with your parents or guardian? HAS -1: Yes, I live with my parents before</p>	<p>Home involvement practices</p>
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<p>Parental discipline</p>	<p>becoming a boarder so, vacations I go.</p> <p>HAS-2: Yes, actually I live with my daddy but my mummy is not with me.</p> <p>HAS-3: No, I live with my guardian. That is my auntie.</p> <p>Int.: This means that your father has little role or no role to play at all? (Probe)</p> <p>HAS-3: No, they both contribute to my success in school.</p> <p>HAS-4: Yea. Formally, I don't stay with my parents. I went to my grandma's place when I was in class 2. I later went to my uncle at Mpraeso and while in form two my mum registered me for BECE after which I came to ADISEC.</p> <p>HAS-5: Please no. I'm in a rented house here but when we vacate I go to them at Sogakope.</p> <p>HAS-6: I live with guardian.</p> <p>Int.: Q5. In terms of discipline, how does your parent /guardian treat you?</p> <p>HAS-1: Eii, my father would not allow you to have your way when it comes to discipline. He would make sure that you follow rules in the house.</p> <p>HAS-2: Discipline? He is noted for that.</p> <p>Though he sometimes give you the chance to express your opinions.</p>	
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	<p>HAS-3: She treats me very well like her real daughter.</p> <p>Int.: In terms of discipline, how does she treat you? (Probe)</p> <p>HAS-3: Any time I go wrong, she tries to correct me. In the house when I fail to study she punishes me. For instance, by sometimes insulting or shouting on me.</p> <p>HAS-4: My parents always make sure I put up a disciplinary life and I don't take everything for granted. I go according to my parents' wishes such as do this or that I take their advice.</p> <p>HAS-5: In terms of discipline, I was disciplined well because everything in the house you have to follow rules and regulations. Anything they say you have to obey so that you would not go contrary to it because if you go contrary to it you would be punished.</p> <p>HAS-6: Like a brother. [The guardian treats him]. Yes. For example, sometimes he asked me to go out to the campus and study because he knows that when I am in the house I would be disturbed. He also does not allow me to waste time on unnecessary things like playing games on phones or watching movies. Instead</p>	
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	<p>he rather asks me to learn.</p> <p>Int.: Q6. Do those treatments help you focus on your academic work?</p> <p>HAS-1: Yes</p> <p>HAS-2: Surely. Those treatments helped me to remain focused.</p> <p>HAS-3: Those treatments help me to focus on my books when I want to avoid punishment including insult.</p> <p>HAS-4: They make sure they bring the best out of me in the house before I come to school.</p> <p>HAS-5: They help me focus on my academic work because, things I'm supposed to do I have to do them on time. For instance, when I come back from school with an assignment you have to do it. You must not wait for the next day when you are going to school before you say you are doing it. Every day you see that you are been encouraged to learn more so you also force yourself to.</p> <p>HAS-6: Please yes.</p> <p>Int.: Q7. Tell me a brief story about what your parent or guardian does at home to help you academically.</p> <p>HAS-1: At home, they normally go to farm which is their source of finance for my education. They get money from that place to pay my fees and my mother too is a trader. She</p>	<p>School involvement practices</p>
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<p>Provision of school needs and parental motivation</p>	<p>has been selling some food items in the market.</p> <p>That is what they do to aid my education.</p> <p>Sometimes at home, my father has been forcing me to go and learn. Sometimes I just like listening to the radio. But sometimes he will say that I should live and go to the room and learn.</p> <p>So, I think that is one of the things he has been doing to help me.</p> <p>HAS-2: My daddy is a teacher and at home, usually as my parent you have to patronize the English language. So at home my daddy encourages us to go according to the English language. Also, in my house too there is nothing like tedious work that would restrain the student from the academic work. What I want to say is that in my house there is enough time if you are a serious student yourself. There is enough time if you want to learn. My daddy actually, he encourages us to go according to our academic works.</p> <p>HAS-3: By providing me with my books, and sometimes paying my school fees and then providing my basic needs such as clothing, school items like chop box, mattress and sometimes food.</p>	
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<p>motivation</p>	<p>HAS-4: Thus, what I say they normally advise me on not to join bad company. Normally what they like to say most is that you know we don't have much money in the house so I should make sure I concentrate on my books and learn.</p> <p>HAS-5: Any time we come back from school with a work which we don't know, we normally asked them and they help us in doing it. And sometimes because they are not all that educated, the one that they do not know, if there is a book for it they would buy it and even if they don't have money, the last money they have in the house they would use it to buy it because they don't want you to be like them.</p>	
<p>Payment of school fees and provision of school needs</p>	<p>HAS-6: He provides all that I need to study with at home.</p> <p>Int.: Q8. Does your parent or guardian help you in your homework?</p> <p>HAS-1: School works, yes sometimes if it concerns like traditional things or some social, this thing, I use to ask my father to tell something and if it is concerning the country</p>	
<p>Parents attending PTA meetings</p>	<p>too, sometimes he normally listens to the radio so, he sometimes help me.</p> <p>HAS-2: This question....yes, I may say yes because I remember when I was in JHS 2, when</p>	

	<p>a group assignment was given to us, I tried involving my daddy. How he reacted, it was positive. He didn't do as if he is teaching in primary and I'm bringing JHS questions. You understand? Where I am now if I should bring a question, I should try involving him in academic work, he would not refrain. But as I am in secondary school now, I did not try involving him.</p> <p>HAS-3: No.</p> <p>HAS-4: Actually when we break I say I'm a boarder, so that one I don't think not I don't think, they don't because when I'm in the school I normally do my assignment so whenever we are on vacation there is no assignment given to us.</p> <p>HAS-5: Yes they do. Depending on the subject. For Social Studies like this, things concerning parenting, though the thing is in English, when you translate it for them, they would help you.</p> <p>HAS-6: He [my guardian] helps me when I call on him.</p> <p>Int.: Q9. Does your parents provide all your school needs for you regularly and on time?</p> <p>HAS-1: My father does provide my school needs regularly but sometimes not on time.</p> <p>HAS-2: Not always on time but he does provide.</p> <p>HAS-3: They provide regularly but on time.</p>	Parental expectations
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<p>Students passing final exams, furthering their education and becoming responsible</p>	<p>HAS-4: Yes I may say that they normally provide it regularly and on time but you know money issue, so whenever there is no money in the house when I ask them and there it delays.</p> <p>HAS-5: Please yes. For school fees, when I take my bills home any time I'm leaving that is the day they will give me my school fees and anything that I need. And when I call them that I need something, they will ask me the time I need it which they do provide either before the time or on exact time.</p> <p>HAS-6: Yes, regularly and on time.</p> <p>Int.: Q10. Were you ever being sacked for non-payment of fees?</p> <p>HAS-1: No, I don't remember when I was a day student. Now too, they have not sacked me for school fees before.</p> <p>HAS-2: As you can see, I'm at home. This is the main reason why I'm here. I paid up my fees and it is left with something like one-hundred Ghana cedis (GH¢100.00). Only one-hundred Ghana cedis. When I came yesterday, he tried to tell me: can I give you the money now so that you can leave? But I can't come that day and leave that day.</p> <p>This is my first time. This is the first time they sacked me for school fees.</p>	
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<p>Parental advice and motivation</p>	<p>HAS-3: Yes, Int.: How often? (Probe) HAS-3: Just First term and last term (during the examination periods). Int.: And how were you able to write your examinations? (Probe) HAS-3: I normally plead with the assistant headmaster who helps me to write after which I went for the fees to come and pay. HAS-4: Oh, no but if they didn't get the school fees, they normally come to the headmaster and negotiate with the head master. HAS-5: Please no. HAS-6: No. Int.: Q11. Does your parents attend meetings organized by your school? HAS-1: Yes, if sometimes if there are PTA meetings normally, he only comes to PTA meetings but no other meetings HAS-2: My daddy, I always say my daddy. My daddy doesn't. He doesn't because usually he doesn't come. In those times I look stranded when people's parents are around. I just stand elsewhere watching. Well, it's normal. The daily activities have made him not to come. Because my daddy is a mechanic, he is a</p>	
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	<p>teacher, he has these tractors that work for him.</p> <p>Small time they would say this place is spoilt.</p> <p>He has to go there and see what is going on. So, those are the things that are restricting him.</p> <p>HAS-3: Yes, my father attends.</p> <p>HAS-4: Yes. Sometimes my mum, sometimes my dad but most at times the two of them.</p> <p>HAS-5: Yes please. When they call for PTA meetings they do come.</p> <p>HAS-6: Yes they do attend PTA meetings.</p> <p>Int.: Q12. Do they pay unannounced visit to you at school?</p> <p>HAS-1: No, they don't come but I have been going to the house some weekends</p> <p>HAS-2: No. My daddy actually, when it is even visiting days, he doesn't come. Not until I call him myself. Even if I call him, he won't wait till it is visiting day. When I call him today that I need this thing today, he brings it today and leaves today. Not that it is a visiting day before he comes. But unannounced visiting, he doesn't come.</p> <p>HAS-3: Yea, only once my father did.</p> <p>HAS-4: Yes, yes. Like when we start our WAECE like this, they visit me any time I have paper. They bring me food any time I have</p>	
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	<p>paper even if I have it continuous like that.</p> <p>Sometimes if I am in the boarding house they would come and call me that my mummy is looking for me.</p> <p>HAS-5: Please no. any time they try to visit me, they let me know.</p> <p>HAS-6: No, they don't.</p> <p>Int.: Q13. If yes, what do they do at such visits?</p> <p>HAS-3: He told me that he went for meeting at Ho for my younger brother so when they closed they were passing and he decided to pass by and when he came I told him about my classes fee and some money and he gave it to me.</p> <p>HAS-4: Most a times they give me money and food.</p> <p>Int.: Q14. Does your parents in any way inspire / motivate you to learn?</p> <p>HAS-1: Hmm yes, my father has been inspiring me. Sometimes he used to say that, me, I should just learn if there is no money after SHS too, some people can help me. To him, he thinks that immediately I complete SHS, the following year I should go to the university. So, I think that he has been inspiring me.</p> <p>HAS-2: I may say yes because every time after vacation I came home, he puts some stories,</p>	
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	<p>how they lived formerly, their school age, how things happened, how they were not able to get money to continue, their status now and he always encourages me not to be like him. A mere teacher like this so, I should improve upon it. These were words of encouragements. He usually tells me to take my books seriously. He tells me every day the reason for sending me to the school is the book. Any list chance you get, stick to the book.</p> <p>HAS-3: Yes, they expect me to come out with flying colours.</p> <p>Int.: And that flying colours means? (Probe)</p> <p>HAS-3: To pass well in my WACCE exams. And they also promise me if I pass well they will buy me something. This promise motivates me to learn.</p> <p>HAS-4: Oh, really. As for them “dea” every day Matilda learns, Matilda learns. You know there is no money in the house you should make sure that you learn so that in future you can take over her duties of your junior brother who is now in Kindergarten two.</p> <p>HAS-5: When I came here they expect me to come home with a good result.</p>	
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	<p>Yes, They always inspire me to do it because what they use to say is if you look at your friends and young ladies you see how they are working and they are in their cars and are on their own, what my mum used to say is that if you are working and you are on your own, no man would “flex” on you when you are a lady and you are working. So, I should also keep it in mind to be doing my own work and no man would “flex” on me.</p> <p>Since I’m the first born I would also help my brothers and sisters to also further their education.</p> <p>HAS-6: The only thing they expect of me is to make the best grades.</p> <p>Int.: Q15. In what ways does he or she do that?</p> <p>HAS-1: He usually tells me about people who were “nobodies” but through education, they become “somebodies”. In addition, he makes sure that he provides all my school needs. And all these inspired me to be determined in my studies.</p> <p>HAS-2: He always assures me that when I pass my examinations with good grades I will never remain in the house. He will send me to the university straight.</p> <p>HAS-3: They also tell me about the tertiary institutions. My auntie for instance took me to one of the universities and she showed me some</p>	
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	<p>of the places so she is trying to motivate me so that I will do very well at school so that I can be there.</p> <p>HAS-4: Whatever I asked for they give it to me to make me know that they really want me to do something better in future. So this kind of gift and advice boost my confidence and make me learn.</p> <p>HAS-5: Since I'm the first born I would also help my brothers and sisters to also further their education.</p> <p>HAS-6: They inspire me in many ways. Sometimes in prayers, then using my brothers and sisters who are in the universities to cite examples to look at them.</p> <p>Int.: Q16. Is there any other information that you would like to share with me concerning how your parents get involved in your education?</p> <p>HAS-1: Not necessarily.</p> <p>HAS-2: You have asked all.</p> <p>HAS-3: My parents do very well to educate me by fulfilling their duties and their promises to encourage me succeed.</p> <p>Int.: Has your father given you any promise concerning your performance which he has ever fulfilled? (Probe)</p>	
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	<p>HAS-3: Yes. He promised us some amount that if you get grade “A” in any of the four core subjects, you will be given that amount (GHC. 5. 00 per subject).</p> <p>Int.: Have you ever gotten such amount? (Probe).</p> <p>HAS-3: Yes, I have been getting it but not all the twenty cedis (GHC 20.00). The maximum is fifteen cedis (GHC 15.00). This helps me by gingering me at school to learn so that I can get that amount from my other brothers and sisters. My auntie also sends me money while I am at school. She also made a promise as I said earlier, she will send me to the university and also buy me laptop and then, phone.</p> <p>HAS-4: Whatever I asked for they give it to me to make me know that they really want me to do something better in future. So this kind of gift and advice boost my confidence and make me learn.</p> <p>HAS-5: Please no. I have said all.</p> <p>HAS-6: I don’t think there is anything left. You have asked everything.</p>	
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