

UNIVERSITY OF EDUCATION, WINNEBA

**THE ROLES OF PARENT-TEACHER ASSOCIATION MEMBERS
TOWARDS THE ENHANCEMENT OF THE ACADEMIC
PERFORMANCE OF STUDENTS WHO RECORD LOWER
ATTAINMENT IN BADU -TAIN DISTRICT, GHANA**

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**A THESIS IN THE DEPARTMENT OF SPECIAL EDUCATION,
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PHILOSOPHY (SPECIAL EDUCATION) DEGREE**

JUNE, 2017

DECLARATION

STUDENT'S DECLARATION

I, Abraham Sarpong Owusu, declare that this thesis, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole for another degree elsewhere.

SIGNATURE:

DATE:

SUPERVISOR'S DECLARATION

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

PROFESSOR GRACE YAWO GADAGBUI

SIGNATURE:

DATE:

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DEDICATION

To my dear parents, Opanin Andrew Kwaku Nsiah, Madam Grace Yaa Bour and my lovely siblings who had always been my inspiration.



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ABSTRACT

The purpose of this study was to explore the influence of Parent-Teacher Association members towards the enhancement of the academic performance of students who record lower attainment in Badu in Tain District. The study employed both quantitative and qualitative research approaches where cross-sectional survey design was combined with phenomenology. Through purposive, stratified and simple random sampling techniques, 81 respondents (48 students, 18 parents, 12 class teachers and 3 head teachers) were sampled for the study. The researcher used questionnaire, focused group interview and documentary analysis as instrument. The reliability coefficient of the instrument was computed using Cronbach Alpha and found to be 0.85 for students and 0.71 for class teachers. The data gathered were analysed using descriptive statistical tools like simple percentages, frequency tables, mean and standard deviations. The results of the study revealed that the roles PTA members' played towards the enhancement of the academic performance of their wards were financial obligation, physical and material support and ensuring discipline. Additionally, findings revealed that, the income levels, educational levels, family size and structure had significant impact on the ability of PTA members to perform their roles. Moreover, effective PTA role performance proved to be the highest predictor of students' academic performance in the study area. Based on the outcomes of the study, the researcher recommended that parents should make adequate provisions towards their wards education by intensifying their involvement in the education of their children so as to improve their academic performance.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Parent Teacher Association (PTA) is a central component in every modern proposal for improving basic and senior high education. Policy makers increasingly recognize that schools can never be better without parents and teachers coming together to complement each other in the interest of the child (Mulford, 2002). PTA is an association between all teachers and parents in a particular school. The formation of PTA is based on the understanding that, both the home and the school, for that matter, parents and teachers are directly responsible for the total development of the child (Ghana Education Service (GES) PTA/ SMC Resource hand book, 2010). Therefore, working together as a team to enhance the total academic progress of the child in school strengthens parental role play. Besides, when parents and teachers come together to facilitate child learning, it is more likely to yield greater results for students more especially those who record lower attainments than the sum of the contributions of each group working in isolation.

The roles of PTA members towards the enhancement of the academic performance of students more especially those who record lower attainment to a larger extent is related to the various parental responsibilities towards the child which complement government effort to facilitate sound teaching and learning. For instance; the provision of the child's basic needs such as food, shelter, books, uniform etc. to boost sound studies in school and at home, providing home learning support, social and emotional support, ensuring parental discipline, taking part in the decision making process of the school, and contributing financially to support teaching and

learning. These and other activities therefore make PTA's very critical towards the enhancement of the academic progress of the child more especially those who record lower attainments.

Gadagbui (2003) affirmed that "the key to the educational success of any child hinges on the support the child has from the family" (p. 2). It is therefore prudent for parents to never relent on their effort to support the teaching and learning process of their children more especially the child who record lower attainment in school. Desforges and Abouchaar (2003) noted that, if students' at various levels are to maximize their potential from schooling, they would need the full support and participation of their parents. In contrast, the lack of active PTA member support due to low parental income, low educational level, family size, family structure among others in the education of the child are more likely to adversely affect the academic performance of the child thereby causing lower attainments to persist.

Hayford (2013) explained lower attainments to consist of a condition where learners continuously score below average mark in school where their apparent difficulties cannot be explained in terms of any evident or underlying impairment to warrant the provision of special education. The inadequate or lack of PTA support towards the education of students' may exhibit characteristics ranging from difficulties in reading, poor test results as well as work, which may often be incomplete and poorly presented. Such learners according to Hayford often respond to characteristics such as responding more slowly to learning, they turn to easily give up in trying, they manifest low motivation and do not show enthusiasm in school attendance. Again, even though most teachers acknowledge the presence of students who record lower attainment in classrooms, Hayford (2013, p. 58) indicated that, "the education system in most countries including Ghana has no special provision for such

learners in terms of assessment and instructional approaches”. This implies that, the difficulties these categories of students go through to compete with other students to adequately obtain passes in the various academic subjects may be uneasy. The inability of such students to perform creditably in the various subjects of study most especially, the academic core subjects in the Basic Education Certificate Examination (BECE) implies that, such students cannot gain admission into any public Senior High School (SHS) (Republic of Ghana: Ministry of Education, Science & Sport, 2008).

The 2013 BECE results of Tain District in the Brong-Ahafo region of Ghana indicated that only 18.6% out of the 1,559 candidates who sat attained a pass rate and thus, were eligible for placement into senior high schools. In 2014, the statistics further indicated that, out of the 1,357 students who sat for the BECE in the same district, only 304 candidates representing 22.4% achieved a pass rate. Again, in 2015, 258 candidates representing 21.6% passed out of the 1,192 candidates who sat for the BECE (Ghana Education Service BECE Statistics, Tain District (2013, 2014, and 2015). The above statistics confirms a worrying trend of worsening results since student performances persistently are below average. There seem to be something wrong somewhere since less than 30% pass rate in a national examination at the basic level is unacceptable. Therefore, all stakeholders including PTA members need to come together to address the problem of poor academic performance. This is confirmed by Myjoyonline News (2017) which reported that, the Minister of Education Dr. Matthew Opoku Prempeh has warned that basic and second cycle head teachers who record 90 percent or more failure in national examinations would be sacked. To him, the persistent poor performance of the students in the West Africa Senior School Certificate Examination (WASSCE) and the Basic Education Certificate Examination (BECE) is unacceptable, demanding that, the school

heads justify their continued stay in their positions (Myjoyonline 2017, 15th February, 05:02:08:pm). But Gadagbui, (2002) cited in Gadagbui (2003, p. 4) maintained that, the main caregivers responsible for the total upkeep of the child is the family, followed by the government and then the community at large. Therefore how good can educational expectations be if less attention is given to the families towards performing their part of the roles to boost academic performance?

The picture was not better in Badu South Circuit in Tain District which was the location of this study. Statistics on students' performance rate in the Basic Education Certificate Examination (BECE) from Ghana Education Service (GES) in the district indicated that, in the year 2013, 14 (15%) students out of the total of 91(100%) candidates who were presented for Badu South circuit during the BECE achieved a pass rate ranging from aggregate 6 to 30. Again, in the year 2014, another 91 candidates were presented for Badu South circuit, during the BECE. Out of that, only 13(14%) passed with grades ranging from aggregate 6 to 30. Besides, in 2015, a total number of 107 candidates represented Badu South circuit for the BECE. Out of that, only 7(6.5%) passed with grades ranging from aggregate 6 to 30 (Ghana Education Service, Tain District, 2013, 2014, 2015). The above results for students spanning from 2013-2015, paints a very gloomy future for the students. The issue at stake therefore is whether the families on their part play positive roles to create favorable learning conditions for the children or they are limited by adverse factors.

In Ghana, even though the government has put in place various measures to make basic education free to some extent by providing capitation grant, school feeding programme and free uniforms, there are many other expenses that PTA members for that matter parents are expected to bear. Besides, Okwan (2014) maintained that, the provisions made by the government are woefully inadequate for

equitable distribution among various schools across the country. Therefore, students can perform well when PTA members for that matter parents complement the effort of government to enhance the academic performance of their children.

1.2 Statement of the Problem

Academic performance of students more especially, those who record lower attainment generally require a collective effort to exist between the home and the school. Each of the two players has significant roles to play in order to make the educational process complete. Okwan (2014) citing Adams (1996) mentioned that the basic needs of some students are not being met, thus, not allowing such students to be able to perform academically in school. Therefore, as a way of supplementing government effort, PTA members should endeavor to complement the efforts of the government by providing the basic school needs of their children such as food or pocket money, books, uniforms, and favorable home learning environment to enhance child learning both at home and in school. The absence of these and others could result in students performing below average in class. It is therefore unclear whether PTA members perform these roles towards the enhancement of the academic performance of students more especially those who record lower attainments in Badu.

Again, it appears some PTA members have lost sight of the relevance of their supportive roles toward the enhancement of the academic performance of their children due to some limiting factors. For instance, the researcher informal observations seems like some students in the study location normally go to school feeling hungry, with tattered school uniforms, insufficient writing materials such as exercise books, pencils and pamphlet. Again, it seems parents who are responsible for such children are often not able to visit the school periodically to check on child attendance, behavior and performance, inability to attend PTA meetings regularly and

the inability to contribute financially to support school projects. These and others could go a long way to affect the students' academic performance as they may be mentally disturbed and depressed.

It is uncertain whether PTA members have weighed the effect of their supportive roles on the academic performance of their children. For instance, PTA/SMC handbook published by GES in 2001 indicates that, PTA role performance encourages students to read and write regularly, it encourages students to come to school regularly, it makes learning interesting and easier. Besides, it improves teaching and learning outcomes, it enhances students' retention rate and it makes students happy and confident in school. Therefore, parents who are ignorant about these and other benefits may be more likely to relent in performing their non-negotiable roles towards the enhancement of their wards academic performance. Besides, as at now there appear to be dearth of research data which seek to explore the roles of PTA members towards the enhancement of the academic performance of students who record lower attainment in Badu, Tain District.

1.3 Purpose of the Study

The purpose of the study was

to explore the roles of PTA members towards the enhancement of the academic performance of students who record lower attainment in Badu South Circuit in Tain District of Brong Ahafo Region, Ghana.

1.4 Objectives of the Study

The study specifically sought to:

- Explore the roles PTA members perform towards the enhancement of the academic performance of students who record lower attainments in Badu, Tain District.
- Identify the factors that inhibit PTA members from performing their roles towards the enhancement of the academic performance of students who records lower attainment in Badu, Tain District.
- Determine the effects of PTA role play on the academic performance of students who records lower attainments in Badu, Tain District.

1.5 Research Questions

The following research questions were raised to guide the study.

1. What roles do PTA members perform towards the enhancement of the academic performance of students who record lower attainments in Badu, Tain District?
2. What factors inhibit PTA members from performing their roles towards the enhancement of the academic performance of students who record lower attainment in Badu, Tain District?
3. What are the effects of PTA role play on the academic performance of students who record lower attainments in Badu, Tain District?

1.6 Significance of the Study

Findings obtained by completing this study would be beneficial to parents and teachers since it would bring to light the roles PTA members perform towards the enhancement of the academic performance of students more especially those who

record lower attainment. The results of the study would again help educational planners to make important decisions and reforms which would encourage PTA members to remain committed to their non-negotiable roles towards the enhancement of the academic performance of students more especially those who record lower attainments. The study would also bring to light the factors that limit PTA members from performing their supportive roles. These would draw the attention of PTA members to endeavor to overcome these hindrances to enable them satisfy the educational needs of their children to boost academic performance.

It would also reveal the impact of PTA role play on the academic performance of students who record lower attainment. This would serve as a motivating factor to parents who know less about the impact of their roles towards enhancing the academic performance of their children. It would equally serve as a valuable material to those who are interested to research into similar studies.

1.7 Delimitation

The scope of the study was delimited to students, class teachers, head teachers and parents of three public junior high schools in Badu South Circuit in Tain District of Brong Ahafo Region. The study used form one to form three classes (form 1-3) of each school for the study. The main rationale for using form one to form three classes were that, students who record lower attainment were the subject for the study and such were in all the classes. Again, the study was confined to three out of the four public junior high schools in Badu South Circuit in Tain District since such schools had past records of BECE.

1.8 Operational Definition of Key Terms

Parent-Teacher Association (PTA): PTA in this study is the partnership that exists between teachers and parents where parent gain opportunity to work hand in hand with teachers toward child learning and development.

Parent-Teacher Association (PTA) members: For the purpose of this study, PTA members focused mainly on father/mother, guardians, member of the local community or any other person responsible for the school child. Therefore “PTA members” was used interchangeably as “parents’ or guardian”

Public School: A school that is fully owned and managed by the government of Ghana, like Asuafu Seventh Day Adventist (SDA) Junior High School (JHS), Asuafu Roman Catholic (RC) JHS and Adamu District Assembly(D/A) JHS in Badu South Circuit, Tain District.

Lower Attainment: Lower attainment in this study is the situation where students continuously score below average marks in class exercises and examinations where their apparent difficulties cannot be explained in terms of any evident or underlying impairment to warrant the provision of special education.

Academic Performance: Academic performance is the ability of students to study and remember facts and being able to communicate knowledge verbally or down on a paper. The academic performance in this study refers to the pupil’s marks in English Language, Integrated Science and Mathematics scores.

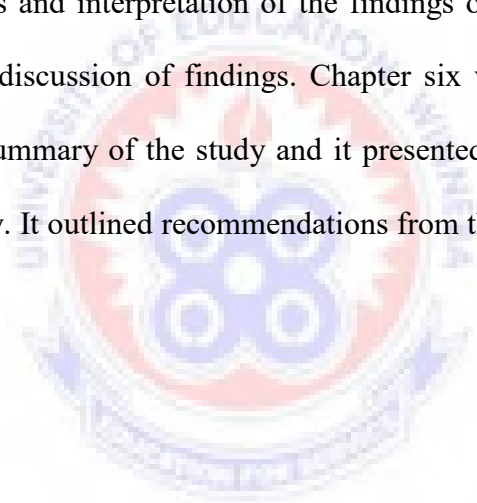
1.9 Abbreviations

PTA:	Parent Teacher Association
SMC:	School Management Committee
JHS:	Junior High School
BECE:	Basic Education Certificate Examination
NGO:	Non-Governmental Organization
WASSCE:	West African School Certificate Examination
GES:	Ghana Education Service
SDA:	Seventh Day Adventist
RC:	Roman Catholic
DA	District Assembly



1.10 Organization of the Rest of the Study

The rest of the study was organized as follows. Chapter two dealt with the review of related literature on theoretical framework of the study, the overview and roles of PTA members, factors inhibiting PTA members from performing their roles, the effect of PTA activities on the academic performance of students and the summary of the finding from the literature review. Chapter three was concerned with methodology of the study and focused on research design, population, sample and sampling procedures. Chapter three further dealt with instrumentation, reliability and validity of instrument, data collection instrument and data analysis. Chapter four presented the results and interpretation of the findings of the study whereas chapter five dealt with the discussion of findings. Chapter six was the final chapter of the study. It gave the summary of the study and it presented the conclusions on the key findings of the study. It outlined recommendations from the study and suggested areas for further research.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presented the literature reviewed for the study. The review covered some important literature under the following sub-headings.

- Theoretical framework.
- Overview and the roles of PTA members.
- Factors inhibiting PTA members from performing their roles.
- Effect of PTA activities on the academic performance of students.

2.1 Theoretical Framework of the Study

A number of theories were relevant to this study however, the Overlapping Spheres of Influence Model and Epstein's framework of six types of parental involvement propounded by Epstein (1987; 1995) respectively seemed more appropriate and so, were adopted from Deslandes, (2001) to guide this study.

2.1.1 Overlapping Sphere of Influence Model

The overlapping sphere of influence model emphasizes the cooperation and complementarity of schools and families (Epstein, 1987). It also encourages communication and collaboration between the two institutions (Epstein, 1987). This model consists of spheres representing the family and the school that may be pushed together or pulled apart by three forces consisting of time (Force A), the characteristics, philosophies and practices of the family (Force B) and those of the school (Force C). These forces may or may not help create occasions for shared activities between the school and the family. Interaction between the two spheres is at

a maximum when the school and the family function as genuine partners within an overall programme that includes a number of shared activities. The model emphasizes reciprocity among teachers and families and it recognizes students as the intent for school-family relations. For instance, the model assumes that an exchange of skills, abilities and interests between parents and teachers based upon mutual respect and the sharing of common goals would benefit the child's learning and development (Epstein, 2001). Partnership activities in this theory are designed to engage, guide, energize, and motivate students to enable them produce their own successes since students are the main actors of concern.

Epstein's Typology of Parental Involvement

A framework containing six important factors with regards to parental involvement was developed by Epstein and her co-workers at the Center on Family, School, and Community Partnership at John Hopkins University. This framework is based on findings from many studies on the factors that are most effective when it comes to children's education (Epstein, 2009). The question that led to the development of Epstein's typology was: "What practices of participation fall in the area of overlap or shared responsibility?" (Epstein, 1996, p. 215). Each type of involvement encompasses a variety of practices to be undertaken by teachers, parents, and students and is theoretically linked with a variety of distinct outcomes for students, teachers, and parents as well. Those six factors are parenting, communicating, volunteering, learning at home, decision-making and collaborating with the community.

Parenting pertains to parents' basic obligations towards their children, such as supervision, guidance and the provision of needed materials. *Communicating* refers to how best to design and conduct an effective two-way communication that is school-to-home and home-to-school, about school programs and the child's progress. These

communications usually include report cards, conferences, and memos; *Volunteering* applies to recruiting and organizing help and support from parents for school programs and students' activities. Volunteering could include parents serving as tutors, monitors, coaches, audience in the classroom and during special events; *learning at home* pertains to providing ideas and information to parents about how they can best assist their children with homework and curricular related decisions and activities. *Decision-making* refers to the process of including parents in school decisions and developing parent leaders and representatives. Decision making includes school advocacy and leadership roles for parents, such as participating in parent-teacher organizations, management teams, and decision-making teams. *Collaboration with the community* pertains to identifying and integrating communities' services and resources to support and strengthen schools, students, and their families. This category includes connections to resources within the community, such as businesses, cultural groups, agencies, and service providers. While this category does not relate to parental involvement specifically, it is a part of the expanded view of schools working in collaborative relationships with other organizations

2.1.3 Implication of the theory to the study

The overlapping sphere of influence model which emphasizes on the cooperation of schools and families implies that both parents and teachers matter so far as the child's academic performances are concerned. Therefore, the formations of PTAs to facilitate the integration of parents into the learning process of the schools are very essential and should not be underestimated. Effective PTAs encourage parents to perform their non-negotiable roles and responsibilities which are geared

toward supporting child learning at school and reinforcing learning at home. These thereby, facilitate to improve academic performances of children.

Again, the frame work on the types of parental involvement makes it open for parents to freely perform roles ranging from parenting, communication, volunteering, learning at home, decision-making and collaborating with the community to advance the course of teaching and learning both at home and in school. As parents are truly the first teachers of their children and co-teachers, their partnership with teachers are most likely to yield positive results towards the enhancement of the academic performance of their children. For instance, students are more likely to receive a common message from parents and the teachers regarding their academic progress. Again, students get to know and realize that, the school is an extension of home where home and school works hand in hand to help the child to perform academically.

2.2 Overview and Roles of PTA

2.2.1 What is PTA?

Different definitions have been given by various scholars for Parent Teacher Association (PTA). Parent-Teacher Association Handbook (2012), published in Hong Kong defined PTA as a “bridge” between schools and homes (p.3). This means that, PTA connects parents and teachers towards working together in the interest of the child. Similarly, Badejo (2014) indicated that, PTA is “a synergy between school staff and parents” (p.1). Therefore, through synergy, collaboration is built between parents and teachers and this enables two way interactions to co-exist among the two institutions with the sole aim of helping the students. Additionally, the PTA/SMC Handbook (2001), published by the Ghana Education Service (GES), saw PTA as an association between parents and teachers in a particular school which is concerned with the welfare of students including teachers (p.19). The welfare of students

therefore involves parents to support their academic learning both at home and in school.

The above definitions therefore, make it clear that, PTA unit parents and teachers to work as a team towards the enhancement of the total academic development of the child. Besides, parents and teachers facilitating child learning are more likely to yield greater results than the sum of the contributions of each group working in isolation.

2.2.2 Structure of PTA in Ghana

According to GES, SMC/PTA hand book (2001), the structural composition of PTA consists of the General Assembly and the Executive Committee. The general assembly of the PTA consists of all the parents or guardians whose wards attend a particular school together with all the staff of the school. Again, it further indicated that, the executive body on the other hand consists of the elected or nominated members from the general assembly. In terms of composition, the executive body is made up of between six to nine executive members (GES SMC/PTA hand book, 2001). The Ghana Education Service (GES) Head teachers hand book (2010) further provides the following as positions in the executive body of the PTA:

- | | |
|-------------------------------------|--------------|
| 1. Chairperson | parent |
| 2. Vice Chairperson | parent |
| 3. Secretary | teacher |
| 4. Financial secretary | teacher |
| 5. Treasurer | parent |
| 6. 1 st committee member | parent |
| 7. 2 nd committee member | parent |
| 8. 3 rd committee member | head teacher |

9. Ex- officio member School welfare officer

The Ghana Education Service (GES) SMC/PTA hand book (2010) again indicates three main instances the PTA can meet as a body. These include;

- a. General meetings,
- b. Executive meetings and
- c. Emergency meetings.

SMC/PTA Hand Book (2010) added that, the General Meetings are mostly attended by all members of the PTA. During this meeting, the Executive Committee presents its report on the group's activities. Within an agreed interval, elections are held to select new executives through simple majority vote cast. Again, the Executive Committee meetings are attended by the elected executive members of the PTA. Proposed decisions regarding the activities to be undertaken in the cause of their administration are deliberated upon for further approval at the general assembly's meeting. Besides, emergency meetings come in two forms; emergency general meeting and emergency executive meeting. These kinds of meetings are mostly organized when a group of members in the general assembly or the executive committee considers that, urgent consideration of a subject is required by all members or executives (GES, SMC/PTA hand book, 2010).

2.2.3 Aim and Objectives of the PTA

The aim for establishing PTA according to GES, SMC Handbook (2010) was based on the premise that, 'not all parents had the opportunity to join the SMC and so their voice could be heard through this channel (p.37). This implies that, the PTA gives voice to every parent who has a child in a particular school to contribute their

part towards child learning and development. The GES, SMC/PTA resource hand book (2010) indicates the following as the objectives of the PTA;

- To promote the welfare of children and youth at home, school and the community through a strong linkage.
- To assist in income generating activities to provide for some basic needs for the school.
- To raise the standard of children at home by securing adequate laws for the care and protection of the children.
- To facilitate close relationship between the home and the school, so that parents and teachers may cooperate intelligently in the education of the children.
- To develop between educators and the general public such a united that will secure for all children the highest advantages in physical, mental, social and spiritual education.

A brief look at the objectives of PTA above reveals that, they are all centered on effective role play by parent to complement teachers' effort toward the enhancement of students' academic performances.

2.2.4 Roles of PTA members

Social and emotional support at home

Accepting the child who record lower attainment as part of the family and the school marks the turning point in his or her life. This is because the key to the success of any child particularly, the child with learning difficulties hinges on parental support (Gadagbui, 2003). Again, "a child with good school performance is the one with strong families which are supportive and deeply involved in the child's education"

(Gadagbui, 2012, p71). Social support is feedback that validates students with learning difficulties especially those who continuously record lower attainment through interaction and socialization (Li, Bebiroglu, Phelps, Lerner & Lerner, 2008). Therefore, social support networks from PTA members that share and express interest in the child who continuously record lower attainment's values are more likely to improve their self-esteem.

Lower attainment may come with so many challenges such as feeling inferior, feeling left out, feeling discriminated, being teased, rejected and other personal dilemmas (Ladd & Dinella, 2009). These may discourage the student from trying since they lack emotional support. As a corrective measure, emotional support should be provided for the child from both parents and teachers. Klem and Connell (2005) indicated that, the feeling of being loved and a sense of belongingness in a home is a reason why many underperforming children are succeeding in their academic pursuit. Many times emotional support from family causes some students to continue their education irrespective of their performance ((Ladd & Dinella, 2009). These authors continued that, students who are emotionally engaged in school and home perform better academically.

Crozier (1999) indicated that, the common notion that families are responsible for promoting social and emotional aspect of learning at home while schools are responsible for the academic aspect of learning can lead to disengagement of some specific roles by families and educators. However, it has become increasingly apparent that schools are important institutions for social and emotional growth (Greenberg, Weissberg, O'Brien, Zins, Fredericks, Resnik, & Elias, 2003; Merrell & Gueldner, 2010; Zins & Elias, 2006), and home is as well a crucial context for promoting academic performance (Henderson & Mapp, 2002). With these

realizations, the question arises to become who is responsible for which domains of development? But rather how can schools and families work together in coordinated ways to support success in all these areas.

Durlak, Weissberg, Dymnicki, Taylor, and Schellinger (2011) conducted a meta-analysis on the aggregate results of 213 experimental-control group studies of school based social and emotional learning. They reported that students who received high quality social and emotional learning support demonstrated:

- Better academic performance, thus, their achievement scored an average of 11 percent points higher than students who did not receive such instruction.
- Improved attitudes and behaviors, there by resulting in greater motivation to learn, deeper connection to school, better classroom behavior, and improved social relationships with peers.
- Fewer negative behaviors resulted in decreased disruptive class behavior, aggression, delinquent acts, and disciplinary referrals.
- Reduced emotional distress resulted in fewer reports on student depression, anxiety, stress, and social withdrawal.

These findings suggest that, building social and emotional skills help students to be engaged and be ready to learn. Yet, there is still the need for more research to be done in this area to affirm or otherwise disapprove whether parents with children who persistently score lower marks perform social and emotional role in Badu, Tain District.

Home learning support

Parents' have a vital role in their child's education more especially those who record lower attainment since research has shown that successful students have strong

academic support from their involved parents (Sheldon, 2009). By taking a few simple steps at home, parents can help their children enjoy school the more by improving their studying and homework skills (Iqbal, Murtaza, & Khan, 2011).

Hoover-Dempsey and Sandler (1995) research indicated that, parents recognize that they have an important role to play in home based activities when it comes to child learning. The authors indicated further that, these home-based activities include, monitoring their children's school work and progress, discussing school related issues with their child, and assisting with homework. Sander and Sheldon (2009) added that, all students are more likely to experience academic success if their home environment is supportive for learning. This implies that, conducive home environment where parents constantly encourage child learning with little or no distraction such as loud speakers from radio and television devices possibly could facilitate sound learning. Again, family members who help their children more especially, those who record lower attainment with school activities at home can make a huge difference in their academic performance.

Epstein's (1995) research on the typologies of parental involvement shown that, of all the different types of parental involvement, parents have reported that their ability to help their children with homework is particularly effective for enhancing students' academic performance. This is confirmed when Erlendsdóttir (2010, p. 30) citing the Department of Education in the United States (in Patall, Cooper and Robinson, 2008) found that, parents' behavior appears to corroborate this belief, as 90% of parents reported setting aside a place for homework, and 85% of them reported checking to see that homework has been done. It also found that, students generally feel that when parents help with school work at home, they in turn do better at school.

A study of third and fifth grade students was conducted in an urban school district in the United States in 2001 (Sanders and Sheldon, 2009). After controlling for prior reading achievement, the study suggested that students whose teachers frequently involve families with learning activities at home gained higher in reading achievements from one year to the next, compared to students with teachers who less frequently involved the families.

It is clear from the above study that, students whose teachers often include parents with home learning activities stand the chance of gaining higher academic performances in reading than those whose parents are less involved by their teachers. Notwithstanding, parents ensuring home learning practices helps children to revise previous activities and it prepares them ahead of the next day's activities.

Erlendsdóttir (2010) conducted a study on how parental involvement at Combretum Trust School in Namibia affects the academic performance of students. The study adopted qualitative research approach where case study design was used. Data was gathered by interviewing parents of seven students at Combretum Trust School in Windhoek who had all achieved academically. The findings revealed that parents who were interviewed were highly involved with their children's education both at home and in school. They had high expectations towards their children's education and their future. In terms of homework, the study found it as an important factor in their children's education. By monitoring children's homework, parents were participating in their education. This type of involvement according to Erlendsdóttir (2010) stimulated and motivated students to do their best in school. In addition, by monitoring children's homework, the author added that, the parents as well show interest in what their children does at school.

It is obvious from Erlendsdóttir (2010) study that, PTA members who performed their roles by ensuring that their wards learnt at home was a sure means of enhancing students' performance. This thereby stimulated students' interest in school and the students in turn felt that their parents have kin interest in their education.

Contrary to the above, students who often perform poorly in school may lack home learning support. Hayford's research in (2013) affirmed that, many lower attaining students reported, they lack adult support to learn during their free time at home. Same author further added that, some students who live with single parents or extended family members usually over work, they sleep late and wake up early in the mornings, they are generally not fed well and therefore come to school weary, feeble and less prepared for academic work.

It is obvious from Hayford's research in (2013) that when students lack parental support at home, they are more likely to misuse their free time instead of learning their note books and doing their home works as well. The ability of the parent to support home learning is an indication that, the child would always do his homework and revise his note books at home before going to school the next day.

PTA for financial obligation in school

Fund raising is the process of gathering voluntary contributions mostly in the form of cash from individuals toward a worthy course. In some Ghanaian schools, especially communities where government funds are inadequate, Aziabah (2008) indicates that, members of the community contribute their financial resources towards the school's development. Adam (2005) asserted that, contributing to school resources has been identified as the most common form of community participation in education. The author likened PTA role performance to community participation and indicated that, the principal rationale for community contribution towards the funding of schooling is

mostly emphasized due to the fact that, governments are unable to single-handedly fund child education. Besides, the author further indicates that, the rationale for community contribution to school resources is that, it promotes accountability and increases community legitimacy to exercise control over local schools.

It is obvious from the above excerpt that, one important role of communities is cost sharing in school management and this is always complemented by the PTA which is made up of community members. Secondly, the community exercises some degree of control and oversight roles because of their financial contribution in the infrastructural development of the schools. It also helps them to be part owners of the school as a social facility. This makes them equal partners with the government in providing good quality education to students.

On the contrary, some PTA members feel that, it is the sole responsibility of government to provide educational facilities and infrastructure for schools. This view is confirmed by Danso (2011) who opines that, most communities feel the government is solely responsible for providing every resource the school needs once it is a public school. The author further added that, teachers also feel that they are not accountable to communities but rather accountable to only the government. Teachers therefore, act as if they owe no explanations to parents about how they offer their services. This is because they see the community as not having any essential roles to perform in the day-to-day running of the schools. Parents with children in the school and the community at large in turn do not feel motivated and empowered enough to demand accountability and results from the Head and staff (Danso, 2011). Besides, Adam (2005) asserts that, PTA members may be able to provide additional support to the school but will be unwilling to do so, typically because the cost of their support outweighs the benefits they derive from the school. Abdulkareem and Oduwaiye

(2011) cited in Ngare (2014) reiterates that in this modern educational setting, it may be a great omission if parents leave the responsibility of managing schools to teachers alone (p.23). The author added that, if these parents would get more involved by contributing financially and/or in kind to support local schools, then the problem of limited access to resources like teaching and learning materials would be solved.

In the light of the above, supplementing government efforts through the imposition of levies and donations on parents is a means of pooling limited resources together to advance the affairs of the school. Depending on the needs of the local school, Eptsien (1995) indicated that, the money raised by PTA members may be used to buy computers, sport jersey, other classroom supplies and material. Again, contributions of parents may be used to organize extra tuition for student especially, those with peculiar problems in class. Besides, part of the money raised maybe used to organize cultural events such as hiring a performing artist. More so, students become aware of family representation in school decision and contributions, parents also develop opportunities for inputs, community's sense of ownership increases and teachers become increasingly aware of the roles of parents' perspectives in policy development (Eptsien 1995, p. 736).

Wondemneh (2013) conducted a research on the topic "the roles of parent teacher association (PTA) in Addis Ababa Secondary Schools: the case of Entoto Amba Secondary School. The purpose of the study was to examine the roles of the PTA in Addis Ababa Secondary Schools. The research design and approach were case study and qualitative respectively. The participants of the study were ten who consisted of two teachers, the head teacher, two student, three parents and two Quality Education Assurance Inspection Expert of the Woreda's Education Office (WEO). The participants and the study area were selected using purposive sampling. The

instruments for data collection were interview, observation, document analysis and focus group discussion.

Wondemneh's study discovered that, fund raising was the major roles PTA members perform to facilitate a closer links between the school and home. This was done by encouraging parents to contribute to the school through periodic payment of levies. These contributions according to Wondemneh's study were utilized for purchasing teaching materials, repairing and painting of the school buildings. Besides, other PTA income sources revealed by his research were sale of grass, sale of old furniture, hall rent and lotteries.

It was obvious from Wondemneh's study that, PTA contributions to Entoto Amba Secondary School were mainly in the form of fund raising. The ability of PTA members in Entoto Amba Secondary School to support the school in terms of funds is a sure indication that PTA in different schools can also support their schools financially. Again, Wondemneh's study targeted senior high schools but this present study is targeting some junior high schools in Ghana. Besides, the researcher ignored the essence of triangulation but this current study employs both qualitative and quantitative research approach.

Yankey (2009) conducted a study on teacher management and support services in the Wassa West district of Ghana. The study aimed at finding out the extent the District Education Office (DEO), the District Education Oversight Committee (DEOC) represented by the District Assembly, the traditional authority and heads of government departments in the district, the School Management Committees or the Parent Teacher Associations (SMC/PTA) work to support the teachers. Descriptive survey design was adopted. The study covered 40 schools in the Wassa West District with a total of 472 respondents forming the sample for the study.

The sample consist of teachers, SMC/PTA members, DEO staff and DEOC members. The instruments adopted for data collection were questionnaire and the interview. Some of the findings reveal that, SMC/PTA work well to complement government effort in the rural communities. It further confirms that, the government policies on capitation grants and school feeding programme keeps SMC/PTA away from supporting the school.

Results further revealed that, some parents shirk their responsibility towards their children. Such parents believe that is the responsibility of the government. The teachers on the other hand were expecting the SMC/PTA to provide and maintain the schools' infrastructure whenever the District Assembly fails to do that. The study further revealed that, in spite of the efforts of the SMC/PTA in assisting the school, teachers felt the SMC/PTA body could still do more to change situations and improve standards. For instance, some accommodation and school buildings were provided by the SMC/PTA body in the study community, however, the quality of some of them appeared to be below standard. Situations like cracked walls, leaking roofs, uncemented floors and erected sheds as classrooms characterize the facilities.

Nyankey's study joined SMC and PTA together in his study but these are two different association. This made it unclear as to which of the two constituted part of the sample size of the study. But the current student clearly explores the roles of PTA members to enhance academic performance of students who record lower attainments.

Physical and material support

The physical needs of the child such as food, shelter, clothing and health care needs are basic necessities required for survival. The attainment of these needs according to Maslow's hierarchy of needs is a sure means of fulfilling the child's physiological

needs which are necessary for survival and comfort (Maslow, 1943). The attainments of these basic needs therefore, is the beginning point to access other needs. Additionally, Atieno (2014, p.15) citing Atkinson (2000) indicated that, material resources for the child's education includes textbooks, charts, maps, audiovisual and electronic instructional materials such as radio, tape recorder, television and video tape recorder. The author further added that, other category of material resources consist of paper supplies and writing materials such as pens, eraser, exercise books, crayon, chalk, drawing books, notebooks, pencil, ruler, slate, workbooks, graphs books and soon. The attainment of these educational needs of the child facilitates their active participation in class. For instance, a child who continuously scores lower marks due to inadequate school materials such as books, pens, hunger, etc. in school with no provision being made for him/her to improve is more likely to feel reluctant in attending school.

Okongo, Ngao, Rop, and Nyongesa, (2015) affirmed these, as they indicated that, physical material resources are among the resources necessary to facilitate teaching and learning. This means that, the student who lack these materials are more like to participate partially in the teaching and learning activities of the school. The inadequate or lack of PTA support in the provision of the education materials of the students' may let them exhibit characteristics ranging from difficulties in reading, poor test results, which may be incomplete and poorly presented. Again, such learners according to Hayford (2013) are more likely to respond slowly to learning as they turn to easily give up in trying, they manifest low motivation and do not show enthusiasm in school attendance.

According to Department for International Development (DFID) (2007) cited in Bontoux's (2007, p. 12) indicated that, the most consistent characteristics in

improving student academic performance among other factors are the availability of textbooks and supplementary teaching and learning materials (TLM). Therefore, the lacks of these resources are more likely to result in students recording lower attainments in class. Okongo, Ngao, Rop and Nyongesa (2015, p.135) citing Adeogun (2001) discovered a very strong positive significant relationship between instructional materials and academic performance. According to the authors, students in schools endowed with adequate materials performed better than students in schools that are less endowed with educational materials.

PTA for checking discipline in school

Cambridge advanced learners dictionary (2008) defines school discipline as a training that makes student more willing to obey and control themselves. It is often in the form of rules, and punishments. Afrifa (2013, p.10) citing Gragey (1971) on the other hand asserted that school discipline refers to the maintenance of order and control necessary for effective learning. This implies that, discipline in schools is very paramount as it contributes a greater deal towards maintaining order to enable members focus on achieving intended goal. For instance, parents at home may be encouraged to instill discipline in their children by making sure that they do their household chores on time, parents' could also regulate the rate by which their children watch TV, do their home works and avoid loitering around aimlessly. Besides, it could mean ensuring that children sleep on time and then wake up refreshed to prepare for school. It could also mean conducting oneself in school appropriately.

Wanja (2014) conducted a study on the topic 'the roles of parents in resolving discipline problems in public day secondary schools in Kikuyu Sub County, Kiambu County in Kenya'. The purpose of the study was to investigate the roles of the parents

in resolving discipline problems in public day secondary schools in Kikuyu Sub County, Kiambu County. The study adopted a descriptive survey design. Samples of 10 out of the 19 public day schools were taken in Kikuyu Sub County. The sample comprised 10 principals, 10 class teachers and 100 parents. Data was collected by use of questionnaires and interviews. Data were analyzed qualitatively and quantitatively.

The outcomes of the study pointed out that, the most common indiscipline acts in public day secondary school were absenteeism, noise making, lateness to school, failure to do homework, rudeness to teachers and boy-girl relationships. It was apparent that parents were not adequately involved. The study recommended that parents should be involved more in resolving discipline problems.

It is clear from the above study that, parents were not involved in handling the indiscipline cases of their ward in schools. Besides, the above study targeted secondary school while the current research is also targeting basic schools. The above study only employed qualitative approach where descriptive design was used but the current study employed both qualitative and quantitative approaches where phenomenology was combined with cross sectional survey design to enable the researcher gain access to a more detailed results. Again, the current study targeted students as part of the sample but Wanja's study failed to include them.

Another research study conducted by Ekombe (2010) on the topic 'methods used to enhance students discipline in public secondary schools in Kamukunji Division Nairobi Province, Kenya'. The study aimed at identifying the discipline problems among the students and the effectiveness of the methods used to enhance student discipline in public secondary schools in Kamukunji Division, Nairobi Kenya. The Study was carried out in Kamukunji Division, one of the eight Divisions found in Nairobi Province. Stratified random sampling was used to select the sample of

schools, which included boys, girls and in both mixed schools and single sex schools. Three self-constructed questionnaires were used to gather data pertaining to the specific methods used in enhancing student discipline. All Principals, deputy Principals, teachers and Head prefects of the public secondary schools in Kamukunji Division participated in the study.

It was found that, various types of indiscipline exist in the schools. They included truancy, drug abuse, absenteeism, sneaking, stealing and use of foul language as the indiscipline habits of students. Methods used to deal with indiscipline habits included guidance and counseling, use of useful punishment (suspension), involving the ministry of education and effective communication with students. The above study failed to include parents as part of the sample.

Ngare (2014) conducted a study on the roles of PTA in enhancing discipline in Ongata Rongai public secondary schools. The study used both quantitative and qualitative research approaches with a cross-sectional survey design. The sample of the study was 4 schools and 240 participants who consisted of 4 principals, 4 discipline masters, 36 class teachers, 36 parents and 160 students from public secondary schools in Ongata Rongai Zone.

The study found that even though PTA members does many activities towards the development of school facilities, very little was done on students discipline management. The study further established that, most head teachers' rarely involved PTA members when dealing with students' indiscipline but in case of serious issues, only the concerned parent were invited. These according to the study, denies PTA members the opportunity to forge a common front of tackling this menace. Students' absenteeism and truancy were rare in both boarding and day schools. Most parents were ever busy to monitor their ward's homework and school progress.

The study also established that as much as the PTA was effective in certain activities they ignored other important activities where they should have been more effective. For example, visiting the school occasionally without being invited to monitor child's progress. Facilitating guidance and counseling for students and teachers, and ensuring that school leadership were democratic instead of autocratic.

Ngare's study targeted senior high schools but this present study focused on junior high school to confirm or otherwise the findings since the target populations are relatively different.

Decision making role

To facilitate smooth administration of schools, it is often essential to involve parents in the governance and in the decision making process. Epstein (1995) indicated that, schools should always engage parents in the deliberation of issues pertaining to child education through PTA meetings, SMC meetings among other forums. Again, Henderson and Berla (1994) cited in Erlendsdóttir (2010, p.22) asserted that, being involved in the decision making process of the school allows parents to learn about school programs, policies, curriculum, and budgets. Consequently, parents can suggest ideas for school improvement and voice opinions about the quality of the school and its programs.

UNICEF (2001) conducted a study among four countries (China, India, Indonesia and Thailand) on parent-teacher collaboration and reported that, parents participated extensively in curriculum development as they served as advisory council members, curriculum committees members, and classroom supervisors, thereby participating in joint problem solving of the school at all levels. UNICEF in (2009) further stated that for effective teaching and learning to take place, parents should

participate in the decisions and the implementation of curriculum activities in schools such as being part of the decisions regarding visits to places of interest, example, zoos, museums, local craft centers, shopping and market places, enrolling the child in extra lessons, discussion of school courses, and class works with teachers. These activities according to UNICEF (2009) are supportive to the child's effort to learn thereby enhancing academic performance and increasing the educational horizons of the child. This implies that, for the schools administrators to neglect parents in the decision making process of the school might limit the educational world view and the effectiveness of learning among students both at home and in school.

Mahuro and Hungi (2016, p.13) citing Marphatia, Edge, Legault, and Archer (2010) study reported that, for some sub-Saharan African countries, other than providing basic learning materials and food, parents does not maximally participate in their children's school decision making. The author added that, the major reasons were their low literacy levels, dissimilarity on school issues and the misunderstanding of the education policy guideline. The author for instance explained that, dissimilarity may occur when policy-makers present basic education as free and compulsory yet classroom teachers insist that parents should pay levies such as printing fees. Parents may feel that they are not required to make any contribution towards child education.

PTA for facilitating inter-personal communication in school

Communication is the transfer of information from the sender to the receiver through a medium. It is a two way instrument, an instrument from the "writer" and to the "reader" or from the "speaker" and to the "listener" with feedback (Renkema, 2004). This implies that, effective communication which is initiated by two parties is essential towards meeting targets in an association. Therefore communication between parents and teacher in child education refers to how best to design and

conduct an effective two-way interaction between the home and the school, in the interest of the child's academic progress. Research has suggested that the extent of parental involvement depends, among other things, on how frequently the school approaches parents to interact further on possible ways to boost students' interest in learning (Glasgow and Whitney, 2009) cited in (Erlendsdóttir, 2010, p. 32).

Bojuwoye (2009) asserted that, 'when parents and teachers interact closely together on child education, they share information among themselves and these valuable information-sharing helps families to better understand the teachers and the teachers also intend understands parents' (p. 463). Therefore, regular parent-teacher communication provides parents with information about the child's performance and behavior which they might not otherwise have access to. Besides, Wondemneh (2014) indicated that, when teachers want to know a lot about students, it is good to know their parents because, parents are the child's first teacher and co-teachers.

Research has suggested that the extent of parental involvement depends, among other things, on how frequently the parents and the school approaches each other (Glasgow & Whitney, 2009). This implies that, the more frequent the school and the home reaches out to each other, the more involved and committed each party become. Davis (2000) indicated that, the ability of parents and teachers to share relevant information with each other about students, the better equipped they will be, to help such students become successful. The author added that, parent-teacher consultation and collaboration create the climate for maximum realization of the student's potential. Therefore, effective communication with families means that the school welcomes families support for children. Two-way communication about school programs and children's progress is more likely to result in better outcomes for students. Richardson (2009) asserted that, to enhance student academic performances,

collaboration between parents and teachers must identify possibilities to form and maintain suitable interactive procedures among them. By so doing, Price-Mitchell (2009) maintained that, the school leadership should initiate the process by creating avenues which are geared towards bridging the communication gap between parents and teachers.

Erlendsdóttir (2010, p. 32) citing an American study in 2001 carried out by Westat and Policy Studies Associates in Henderson and Mapp (2002) looked at the effect of family involvement on student achievement, by examining student achievement in 71 elementary schools. One of the factors they studied was outreach to parents. They measured this by how much teachers communicated with parents of low achieving students through meeting with them face to face, sending homework activities to better facilitate parents to help their children at home, and telephoning routinely. The study findings suggested that there were positive relationship between teacher outreach to parents of low-achieving students. On the average, parent-teacher communication increased the odds that students completed their homework by 40%, decreased instances in which teachers had to redirect students' attention to the task at hand by 25%, and increased class participation rates by 15%. Drawing upon surveys and interviews with participating teachers and students, the study, identified three primary mechanisms through which communication is likely to affect engagement: stronger teacher-student relationships, expanded parental involvement, and increased student motivation.

It is obvious from the above study that, frequent interpersonal communication through various channels such as face-to-face, telephoning etc. helps parents and teachers to effectively monitor child learning both at home and in the school. This

therefore has the possibility of increasing the students' interest and decreases the possibilities of being distracted in class.

Glasgow and Whitney (2009) citing Schussler (in Graham-Clay, 2005) claimed that establishing and fostering parent teacher relationship has been recognized as essential to the development of schools as learning communities. School climate is closely connected with how involved parents are with their child's education. Again, Christenson and Sheridan (2001) added that, the more welcomed parents feel at the schools, the more parents would actively like to be involved with their children's education.

2.3 Factors inhibiting PTA members from performing their roles to enhance the academic performance of students who record lower attainment

Family socio-economic background

Parents' socio-economic background affects the child's self-concept and academic performance (Higgins & Morley 2014, p.14) citing (McInerney et al. 1998). The authors further added that, many of the factors associated with poor academic performance among indigenous students are related to the socio-economic background of their parents. Socio economic background is the set of factors such as nature of work and income which cannot be easily measured but can be put together to influence a family either positively or negatively (Asikhia, 2010). The author further indicated that, in most instances, students from poor homes are forced out of school due to lack of educational materials and other expenses. Again, the author added that, most of the time, such children are unable to afford instructional materials, and are always at the mercy of teachers during lessons. These children may be compelled to engage in hawking and selling of packaged drinking water so as to save money to meet such expenses. To a large extent, it affects the psychological and

emotional balance of the child in the class room, thereby causing low concentration, low perception, frustration and sickness (Akanle, 2007). These therefore implies that, when a child is deprived of the essential school needs such as text books, exercise books, pocket money, school uniform, sandals, pens, pencils among others due to low parental income, the child maybe depressed psychologically and may be found to perform poorly in class. The persistence of these in the life of some students is more likely to spell doom on his or her academic success.

Olsen and Fuller, (2008, p.160) citing Henderson and Berla (1994) had a counter view, as they indicating that, the most accurate predictor of a student's performance and achievement in school are not income or social status but the extent to which that student's family are able to;

- Create a home environment that encourages learning,
- Express high but not unrealistic expectations for their children and
- Become involved in their children's education at school and in the home.

These implies that, irrespective of the parents' income levels which could be either high or low, Olsen and Fuller are saying that, students' academic performance are highly determined by such factors as conducive home environment that support learning, high and realistic parental expectation and active parental involvement both at home and in school. Therefore this research would confirm or otherwise disapprove whether parents' income levels inhibit their ability to perform their roles.

A study conducted by Alghazo and Alghazo (2014) on the relationship among parental involvement, socio-economic status and mathematics achievement in Jordan with the purpose of examining the relationships between the combination of socioeconomic status (SES) of students' families, level of parental involvement (PI), and students' mathematical achievement (SMA) in Jordan. Three sectional

instruments were distributed to parents/guardians of students in order to collect demographic information, socioeconomic status, parental involvement levels, and mathematics achievement. The sample consisted of parents of male and female students in fourth, fifth, and sixth grades; 93 male students (61.6%), and 58 female students (38.4%).

The study revealed no relationship between socioeconomic status and parental involvement in Jordan but rather a positive relationship existed between parental involvements at home (PIH) and students' mathematics achievement (SMA) and a positive relationship existed between parental involvement at school (PIS) and students' mathematics achievement (SMA).

It is obvious from Alghazo and Alghazo study that, students' performance in mathematics was not determined by the socioeconomic status of the family but rather, parental involvement at home and in the schools. This current research is conducted to affirm or otherwise determine whether socioeconomic levels of parents in terms of income hinder academic performance or not.

Bennett (2012) conducted a study on parental involvement in early intervention programs for children with autism. It was a Qualitative exploratory study with eight in-depth unstructured interviews. Part of the findings indicated that, the participants in his study had different experiences to report in regards to socioeconomic status and the level of parental involvement. Some expressed that, socioeconomic status to some extent played a role in parental involvement while others expressed socioeconomic status not being a factor in the level of involvement. Again, they expressed that, the mentality and attitude of parents plays a major role in their level of involvement rather than their socioeconomic status. Furthermore, findings additionally revealed that, some families were identified as having low

socioeconomic status yet, they were highly engaged and other families were also identified as high in terms of socioeconomic status yet were less engaged.

Parent educational Level

Wanke (2008) citing Liu (1996) indicated that, “Students’ academic performances at school are closely related to the family’s literacy environment and the educational levels of parents” (p.20). This implies that, parents’ educational background plays a role in terms of their ability to adopt active roles in the education of their children.

Khan, Iqbal, and Tasneem (2015) conducted a study on the influence of parents’ educational level on the academic achievements of secondary school students’ in Rajanpur District. The study was interested in finding out the impact of parental education level and students’ academic achievements at the secondary school level. The study found that high level educated parents had more influence over their children to perform academically. It was further revealed that high level educated parents usually shown interest and care in their children’s achievements. This implies that, educated parents are more likely to provide an enabling environment to facilitate home learning as compared to the less educated family.

According to Nannyonjo (2007), children whose parents have less education tend to systematically perform worse than children whose parents have more education. Nannyonjo (2007) study covered pupils with parents’ who did not complete primary, senior high and tertiary levels of education. The result of his study indicated that the highest increase in test scores were pupils whose fathers had a tertiary education. It could also be that, educated parents may be overwhelmed with busy schedules to the extent that, they may not find time to assist their children academic work.

Nevertheless, not all students can have educated parents at home because many parents do not have adequate education and, may be unable to provide academic support for their children. Wanke (2008, p. 25) citing Lockett (1999) asserted that, “many parents want to help their children with homework and other school activities, but they just do not know what is most helpful or appropriate”. This implies that, most parents irrespective of their educational level wish they could help their children with learning but may be limited in diverse ways. Therefore, this would establish whether parents’ educational level hinders their ability to perform their roles towards the enhancement of the academic performances of their children or not.

Family size

The number of siblings that a child has is assumed to have an influence on his/her academic achievement (Bell, 2002). The larger the family size, the less the attention and devotion from parents to each child, thereby, resulting in more difficulties in meeting the needs of the child both physically and emotionally (Asikhia, 2010).

Keyes (2000) citing Hymes (1974) asserted that;

“as teachers work with parents, it is especially important that they not forget the complexities of family life. When they see a tired student coming to school, they may want to shake the parents and make them read a good commentary about children's need for sleep. It is easy to forget or maybe they never knew that at home three children sleep in one bed while mother and father sleep in the same room with them. (p. 17).

This suggests the inconveniences which are likely to be associated with large family size coupled with limited family resources. In such instances overcrowding may persist and parents may try their possible best to fairly distribute their resources to cover all their needs such as food, shelter, clothing and health care.

According to Chen (2009) family size has a measurable effect on academic outcomes. The authors further explained that a family's overall attention, undivided resources, as well as responsiveness and care will wholly be committed to assist the schooling of children in small-size families. They added that, large family size spread their resources and attention among all the many children which may be insufficient than do families with fewer children.

Marks (2006) in a cross-country study, tested the impact of family size on academic achievement, the results found that, in almost all countries, the effect of family size declined by between a quarter and a half when taking into account a family's socioeconomic background (Marks, 2006). Mark concluded that much of the association between household size and educational outcomes were simply due to the correspondence between large families and lower socio-economic status. It is obvious from Mark's study that, large family size corresponding with low socioeconomic levels of parents likely to hinder parents from performing their roles toward the enhancement of the academic performance of their children.

Family structure

Structurally, a family is either broken or intact. A broken family in this context is one that is not structurally intact for various reasons; death of a parent, divorce, separation and illegitimacy. Agulanna (1999) cited in Adane (2013) asserted that, the analysis of family structure against student performance is necessary because life in a single parent's family can be stressful for both the child and the parent. The author added that, such families are faced with the challenges of diminished financial resources, assumption of new roles and responsibilities, establishment of new patterns of interaction and restructuring of routines. For instance Keyes (2000) citing Hymes, (1974) asserted that

“We put pressure on parents to come to school meetings as if these were the only true important events of the day. But parents, even very good parents who care deeply for their children, have shopping to do, floors to scrub, hair that must be washed, and often have tired feet and aching backs.... You have to avoid the error of seeing life only from the school's side as if homes simply flowed along smoothly with no problems of their own. The closer you move to parents the more realistic your expectations become.... Each family has their private story of how it lives its present days” (p. 5, 17).

This implies that, every family either ‘intact or structurally broken care for their children and will want to see them progress in school, but other schedules and activities like shopping, home cleaning, health conditions and many more may likely keep parents busy thereby not being able to perform their roles towards the enhancement of their wards education.

In the case of the single parent, Nzewunwah (1995) cited in Uwaifo (2008, p. 11) indicated that, when the single parent is overburdened by responsibilities and by their own emotional reaction about their situations, they often become irritated, impatient and insensitive to their children’s needs. These may impact negatively on their ability to perform their roles towards the enhancement of their wards academic performance studies.

Abudu and Fuseini (2013) conducted a study to examine the influence of single parenting on pupils’ academic performance. It focused on whether academic performance differed between children from single parents home and those from two parent homes. Cross-sectional survey design was used and questionnaire aided the collection of primary data while secondary data on test scores were obtained from pupils’ report cards. The sample size was 170 pupils. Data analysis involved the use of cross tabulation and t – test. The study revealed that there was a significant difference between the academic performance of pupils from single parent homes and

those from two parent homes. The main conclusion drawn from this study was that single parenting had negative impact on a child's academic performance. The study recommended that teachers should give attention to pupils from single parent homes to enable them cope with teaching and learning. Again, they should equally be counseled to make them adjust to the academic environment.

Contrary to the above, Owolabi (2012) research cited in Abudu and Fuseini (2013) research findings revealed that there was no significant difference in the academic performance of students from single parent families and those from two parent families. The author indicated that, significant difference might exist due to the single parent's inability to give the child all the necessary care. But, with time the child is able to adjust in the environment, and as such, the performance of the child if it were poor might now improve.

Mortimore et al, (1983) cited in Redempta (2010) did a study in London secondary schools aimed at investigating behaviour and performance problems among students. They used questionnaire as the instrument for investigation. Mortimore and his colleagues found out that, where a student's home life was in any way unsettled, for example if parents were divorced, were unemployed, were poor and lived in poor housing environment, the students activities in school were likely to be affected and could have negative consequences on their behavior and performance. They additionally found that, parental stress picked up by the children may make concentration difficult in school thus affecting their performance.

2.4 Effect of PTA activities on the academic performance of students

Research demonstrates that parent involvement in children's learning strongly correlates with student academic performance. For instance, Joyce Epstein who is the

Director of the Center on School, Family, and Community Partnerships at Johns Hopkins University, is one of the leading experts in the field of parental involvement. She and Sander's research in 2000 found that, more is accomplished when schools, families, and communities work together to promote teaching and learning (Epstein & Sanders, 2000).

The Parent Teacher Association (PTA) and School Management Committee (SMC) Handbook published by the Ghana Education Service (GES) (2001) indicated that, the provision of children's educational needs by parents help in the following diverse ways:

- It helps pupils to read and write
- It encourages pupils to come to school regularly
- It makes learning interesting and easier
- It improves teaching and learning outcomes
- It enhances pupils' retention rate
- It makes pupils happy and confident in school

It is clear from the study of The Parent Teacher Association (PTA) and School Management Committee (SMC) Handbook published by the Ghana Education Service (GES) (2001) that parents' ability to perform their roles help their children in diverse ways as enumerated above. Notwithstanding, parental role performance helps parents to remain more committed towards ensuring that, their children learn and do their home works at home. This would help students aspire high in their academic pursuit and would also reduce school dropout rate among students.

Yun, Mo and Kusum-Singh (2008) cited in Timkey (2015, p. 11) research study focused on how parents' relationships and involvement in their children's lives

affect the academic performance of students. Data was collected on the experiences of seventh and eighth grade students'. The study examined the effect of parents' relationships and involvement on students' cognitive, emotional, and behavioral engagement in school and academic performance. The results confirmed the importance of parents' involvement in students' performance. Parental involvement and engagement was associated with children's academic performance and social competence.

Parent Engagement Committee (2011, p.5) citing (Henderson and Berla (1994) and National Parent Teacher Association (1993) comprehensively documented the following benefits for students:

- Students achieve more, regardless of socio-economic status, ethnic/racial background or the parents' education level.
- Students have higher grades and test scores, better attendance, and complete homework more consistently.
- Students have higher graduation rates and greater enrollment rates in post-secondary education.
- Students achievements in terms of disadvantaged children not only improve, but can also reach levels that are standard for middle-class children. In addition, the children who are extremely behind make the greatest gains.
- Children from diverse cultural backgrounds perform better when parents and professionals collaborate to bridge the gap between the culture at home and at the learning institution.
- Student behaviors such as alcohol use, violence, and antisocial behavior decrease as parent involvement increases.

- Students keep pace with academic performance if their parents participate in school events, develop a working relationship with educators, and keep up with what is happening with their child's school.

Since the findings of the study point out the benefits of PTA role performances, it is therefore the aim of this current research to find out if PTA members in Badu, Tain District who perform their roles toward the enhancement of their wards education experience any peculiar benefit as a result of their involvement.

Adewumi, Olojo and Falemu (2012) study on the roles of parent on the academic performance of pupils in basic schools revealed that, academic performance of students improves when parent play the following roles in their children's learning at early stage;

- Act as teachers: Parents ability to create a home environment that promotes learning reinforces what is being taught at school and develops their life skills to become responsible adults.
- As supporters: Parents ability to contribute their knowledge and skills to the school, enriching the curriculum, and providing extra services and support to students.
- As advocates: Parents ability to help children negotiate the system and receive fair treatment and work to make the system more responsive to all families.
- As decision maker: Parents involvement to serve as an advisory councils, curriculum committees and management teams, participating in joint problem solving at every level.

Rahman (2001, p. 9) citing Johnston (1998) study stated that, students whose families were involved in school have a tendency to express higher aspirations for their educations and careers. Such students according to the author are more likely to

set career goals in scientific, technical, and professional areas. Again, as high school students they are more likely to enroll in advanced courses, they turn to have a stronger commitment to life-long education than students whose parents are not involved. Crime, alcohol use, drug use, and other anti-social behaviors decreased among adolescents as the amount of parent involvement in schooling increased.

In a survey of 613 fifth graders (Epstein, 1982), students who had teachers who emphasized parental involvement reported better attitudes toward school and more regular homework habits than students whose teachers did not emphasize parental involvement. These students also reported more familiarity between their teachers and their parents because they had more opportunities to become acquainted.

Erlendsdóttir (2010, p. 32) citing an American study carried out by Westat and Policy Studies Associates (2001) cited in Henderson and Mapp, 2002) looked at the effect of family involvement on student achievement, by examining student achievement in 71 basic schools. One of the factors they studied was outreach to parents. They measured this by how much teachers communicated with parents of low achieving students through meeting with them face to face, sending materials home with the students to better equip parents to help their children at home, and telephoning routinely.

They found that frequent parent-teacher communication immediately increased student engagement as measured by homework completion rates, on-task behavior, and class participation. On average, parent-teacher communication increased the odds that students completed their homework by 40%, decreased instances in which teachers had to redirect students' attention to the task at hand by 25%, and increased class participation rates by 15%.

Cooper, Robinson and Patall (2006, p. 4) citing Cooper (1989) on a review of nearly 120 empirical studies on the effects of homework's on the performance of students. Quantitative synthesis techniques were used to summarize the literature. This review included three types of studies that helped to answer the general question of whether homework improves students' performance. The first type of study compared achievement of students given homework assignments with students given no homework. These studies revealed that the average high school student in a class doing homework outperformed 69% of the students in a no-homework class, as measured by standardized tests or grades.

2.5 Summary and Research Gaps

The variables for the literature review were overview and roles of PTA members, factors hindering PTA members from performing their roles and effect of PTA role play on the academic performance of students' who record lower attainment in school.

The evidence provided by the literature together with the empirical evidence disclosed that PTA's have been recognized in many countries around the world since it gives all parents the opportunity to join forces with teachers to enhance students' academic performance. Again, it disclosed that, PTA's gave opportunity to parents to perform their non-negotiable roles since they were encouraged to provide the physical and material needs of their children in the form of food, clothing, books, pens, pocket money and health care needs. Socio-emotionally, the literature review indicated that, PTA's enlighten parents to love and motivate their children in order to keep trying without giving up. It improved interpersonal communication between parents and teachers, and it made teachers to be more accountable to parent in the education of children as parents financially performed diverse obligations to support the school.

Again, the literature also revealed that there were challenges that hindered PTA members from performing their roles as parents in many countries around the world resulting in the ineffectiveness of some PTA members in the schools. Some of these challenges according to the literature were the income levels of parents, the educational levels of parents', family size and structure of families among others. Again, following the benefits of PTA role play on students' performances, the literature review indicated that it helped pupils to read and write, it encouraged pupils to come to school regularly, it made learning interesting and easier, it improved teaching and learning outcomes, it enhanced pupils' retention rate among others.

Most of the empirical studies which were reviewed such as Erlendsdóttir (2010), Wondemneh (2013), Yankey (2009) did not triangulate the responses of the respondents except Ngare (2014), therefore, much details were not ascertained. However, the current study triangulated the interview responses of parents to confirm the questionnaire results of students, class teachers and head teachers to further give a more detailed and balanced picture of the situation. Again, most of the studies were conducted in different countries across the world and they focused on secondary schools but this current study was conducted in Badu, Tain District of Ghana and it focused on basic schools. This current study is therefore appropriate in filling the gap created by studies into the roles of PTA members to enhance the academic performance of students who recorded lower attainment in Badu South Circuit of Tain District.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter describes the general procedures and methods used to conduct the study. It explains the research design, population, sample and sampling techniques, as well as the methods used to collect data. In addition, the validity and reliability of the research instruments were discussed.

3.1 Research Design

Research design is the overall plan for collecting data in order to tackle the objectives of the study (Fraenkel & Wallen, 2003). Similarly, the essence of research design is to guide the researcher on the type of data to collect, how to collect process and analyse them in order to answer the research questions or test the research hypothesis if any. The study employed both quantitative and qualitative research approaches where a cross-sectional survey design was combined with phenomenology. Quantitative research is the collection and analysis of numerical data in order to describe, explain and predict phenomena of interest (Ogula, 2005). The author further added that numerical data is used to perform statistical analysis and the results are then used to answer the questions of the study which then serve as a generalization to the target population. Qualitative research on the other hand is a “means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. It requires the collection of data in the participants’ setting; analyzing the data inductively, building from particulars to general themes; and making interpretations of the meaning of the data” (Creswell, 2014, p.294)

Quantitative research approach as used in this study employed cross-sectional survey design. Creswell (2012) explains that cross-sectional survey design involves the study of different organizations or group of people to look at similarities or differences between them at a point in time. He explained that, it does not involve manipulation of variables, it enables the researcher to look at numerous things at one point in time (age, income, gender), and it allows looking out for the prevalence of something in a given population. Gall, Gall and Borg (2007) also asserted that, the cross sectional survey research yields much valuable knowledge about opinions, attitudes and practices of participants. Therefore, the cross sectional survey research design enabled the researcher to gather information from various respondents of public junior high schools in Badu within one term. Its weakness is that, it does not bring out the direct voices and the context in which the participants express themselves (Cresswell & Clark, 2007). That is why the researcher employed qualitative research approach in which phenomenological design was employed to make up for this weakness.

Creswell (2007) noted that, “phenomenological design describes the meaning of human experiences concerning a phenomenon as described by participants in a study” (p. 57). Phenomenological design involves trying to understand the essence of a phenomenon by examining the views of people who have experienced that phenomenon. Phenomenological design is straight forward, and gets deeply into the research setting to obtain understanding about the way things are and how participants perceive them (Gall et al, 2007).

3.2 Population

The population of the study was 1,200. This comprised of 617 students from form one to form three classes of Asuafu SDA JHS, Asuafu R/C JHS and Adamu D/A

JHS all in Badu South Circuit in Tain District. The students included all those who consistently scored lower marks in Mathematics, English and Science. Again, 555 were parents who were either the biological or care takers of such students who were included in the study. Additionally, 25 teachers in the three schools were also part of the population and finally, 3 head teachers in the various schools were included.

3.3 Sample size

The sample size for the study was 81 participants. Out of this, 48 were students of which 24 were males and 24 Females. Again, 12 were teachers who consisted of 9 males and 3 females. Also, the head teachers were 3 males. Finally, the parents were 18, consisting of 9 males and 9 females. Asuafu SDA JHS was double stream with 6 classes whiles, the other two schools which were Asufu R/C and Adamu D/A were single streams with 3 classes each. The main rationale for using students from form one to form three classes were that, students who record lower attainment were the subject for the study and such were in all the classes. The class teachers had specific information regarding the students and their performances. Additionally, the head teachers had overview information pertaining to the general performances and attitudes of students. Finally parent or guardians were responsible for the general wellbeing of the children both at home and in school.

Creswell (2009) stated that, sample size refers to a sub-group of the target population that the researcher plans to study for the purpose of making generalization about the target population.

Kombo and Tromp (2006) also asserted that an effective sample is one that attempts to be as diverse as possible and should use a large sample so that any generalization to the whole population would be done with confidence. In view of this, the gate keepers of the selected schools were contacted for the total number of

students who record lower attainments and further confirmation was done using documentary analysis to review their cumulative scores at the end of the second term for 2016/2017 academic year.

3.4 Sampling Technique

Purposive, stratified and simple random samplings were the sampling techniques the research employed in the study. Creswell (2002) stated that, in purposive sampling, the researcher intentionally select site and individuals to learn or to understand a phenomenon. Cohen, Manion and Morrison (2003) cited in Avoke (2005) added that, purposive sampling enables researchers to handpick the cases to be included in the sample on the basis of their judgment and typicality. In this way, the researcher builds up a sample that is satisfactory to specific needs.

According to Mc-Millan and Schumacher (2001), Stratified sampling technique involves dividing the population into sub-groups or strata on the basis of the variables the researcher has chosen such as gender, age or class. Creswell (2012), explains simple random sampling as a technique where the researcher selects participants from a unit such as schools for the sample, such that every individual has an equal probability of being selected from the population. The intent of simple random sampling was to choose individuals for the sample who would be the representative of the population for the study. Simple random sampling was used here because the researcher wanted the sample method to be free from preconception and unfairness (Sidhu, 2002). Therefore, using simple random sampling technique the researcher randomly selected 50% of the students who recorded lower attainments and were boys and 50% of the girls who also recorded lower attainments.

Table 1: Distribution of students sample size by school, form and gender

Name of school	Form	Gender		Total
		Male	Female	
Asuafu SDA JHS	1a	2	2	4
	1b	2	2	4
	2a	2	2	4
	2b	2	2	4
	3a	2	2	4
	3b	2	2	4
Asuafu R/C JHS	1	2	2	4
	2	2	2	4
	3	2	2	4
Adamu D/A JHS	1	2	2	4
	2	2	2	4
	3	2	2	4
Total		24	24	48

Source: *Researcher's Computations from Survey Data December, 2016.*

Table 2: Distribution of parent's sample size by school and gender

Name of school	Gender		Total
	Male	Female	
Asuafu SDA JHS	3	3	6
Asuafu R/C JHS	3	3	6
Adamu D/A JHS	3	3	6
Total	9	9	18

Source: *Researcher's Computations from Survey Data December, 2016.*

Table 3: Distribution of teacher's sample size by schools and gender

Name of school	Gender		Total
	Male	Female	
Asuafu SDA JHS	5	1	6
Asuafu R/C JHS	2	1	3
Adamu D/A JHS	2	1	3
Total	9	3	12

Source: Researcher's Computations from Survey Data December, 2016.

Table 4: Distribution of head teachers sample size by school and gender

Name of school	Gender		Total
	Male	Female	
Asuafu SDA JHS	1	0	1
Asuafu R/C JHS	1	0	1
Adamu D/A JHS	1	0	1
Total	3	0	3

Source: Researcher's Computations from Survey Data December, 2016.

3.5 Sampling Procedure

Purposive sampling procedure was used to select the 3 head teachers in the various schools who were all males. The head teachers who were administrators of the schools were chosen because they had general information about the performance of all students and probably the activities of parent. Purposive sampling procedure was also used to select all the 12 class teachers from JHS one to JHS three in the entire three junior high schools for the study. Teacher participants were made up of 9 males and 3 females. The teachers selected were class teachers who knew a lot about each student's performance in their respective classrooms.

Student participants were 48, consisting of 24 boys and 24 girls. Stratified and simple random sampling procedures were used to select students for the study so as to ensure that all the key groups in the population were involved. Stratified sampling was used to select the students. This was based on class and gender. After the

stratification, simple random sampling was then used to pick the students as sample size. The simple random sample was arrived at by asking each student to pick a folded piece of paper on which was written either 'yes' or 'no'; students who picked yes formed part of the sample.

Parent participants were 18, consisting of 9 males and 9 females. The selection of the parents was done in the same manner as that of the students. The selection of parents was done during their various PTA meeting sessions. The researcher used stratified sampling, to select parents based on gender such as males or females. There after simple random sampling procedure was used to select parents to constitute the sample size. Parent representatives were asked to pick folded pieces of papers on which was written either 'yes' or 'no,' and interpretation in Asanti Twi was made known to them. Parents who picked the papers marked 'yes' formed part of the sample in each school. In all, 18 parents picked "yes" in the three schools.

3.6 Data Collection Instruments

The researcher employed the following 3 types of data collection instruments:

- Close ended questionnaire,
- Semi structured focus group interview guides, and
- Documentary analysis.

The selection of these tools were guided by the nature of the data to be collected, the time available as well as the research questions for the study. According to Altrichter, Feldman, Posch and Somekh (2008) the use of several research instruments or methodological triangulation is the surest way of minimizing threat to both internal and external validity. They further contend that triangulation gives a more detailed and balanced picture of the situation. In the same vein, Cohen and

Manion (2003) regard triangulation as an attempt to map out, or explain more fully, the richness and complexity of human behaviour by studying it from more than one standpoint.

3.6.1 Questionnaire

Creswell (2002) defined questionnaire as a document or form used in a survey design of which participants in a study complete and returns to the researcher. The author further stated that, participants mark choices to questions and supply basic personal or demographic information. According to Kusi (2012), closed ended questionnaire contain predetermined standardized question or items meant to collect numerical data that can be subjected to statistical analysis. Close ended questions according to Cohen and Morrison (2003) are quick to compile and straight forward to code, and do not discriminate unduly on the basis of how articulate the respondents are.

Three different forms of Likert scale questionnaire items were developed to collect data from the respondents. These respondents were students, class teachers and head teachers. Awanta and Aseidu-Addo (2008) explained Likert scale as a type of scale that measures the difference between individuals. The author added that, it effectively asks respondents to indicate their level of agreement with statement to express interest, opinion and attitudes. Thus, respondents were expected to make their choices from a four point Likert scale rated items by ticking (√) in the created boxes of columns where they strongly Disagree (SD); Disagree (D); Agree (A) and Strongly Agree (SA). The strongly agree exhibited the most powerful weight of 4 followed by agree which exhibited the weight of 3. Again, disagree exhibited the weight of 2 whiles strongly disagree was the lowest weight which exhibited 1 on the scale to the issues discussed. A 27 Likert scale questionnaire items were designed for the

students' respondents. Again, 26 Likert scale questionnaire items were designed for the respondents which were form teachers. Finally, 26 Likert scale questionnaire items were designed for the respondents who were form teachers. Each of the questionnaires for students, form teachers and head teachers had four sections. Section "A" dealt with biographic data of the respondents. Section "B" sought information on the roles of PTA members toward the enhancement of the academic performance of students who record lower attainment in the target schools. Section "C" dealt with the factors that inhibit PTA members from performing their roles towards the enhancement of the academic performance of students especially, those who records lower attainment. Section "D" sought for information on the effect of PTA role play on the academic performance of students who record lower attainment.

3.6.2 Focus group interview

The researcher used focused group interview on parents' participants. Kusi (2012) citing Bell (2008) and Denscombe (2008) indicated that focus group interview is a qualitative data collection instrument which allows the researcher to act as a facilitator or moderator. The author further added that, it brings a number of participants together to one convenient location at a particular time to access their views, perceptions, opinions, beliefs and attitudes toward an issue or phenomena under study. The focused group interviews were semi-structured, thus it consisted of only close ended questions. Kruger (1994) cited in Creswell (2002) posited that, focus group provides interaction among interviewees, it facilitate the collection of extensive data and it ensures total participation by all individuals in the group. Creswell (2002) posited that focus group interview typically consist of four to six people. In this study, the focused group interview elicited information on the roles PTA members play towards the enhancement of the academic performance of students especially, those

who record lower attainment. Again, it dealt with information on the factors that inhibit PTA members from performing their roles to enhance student performance especially, those who record lower attainment. Furthermore, it dealt with the effect of PTA role play on the academic performance of student who record lower attainment.

The parents gathered together in one of the classrooms on a scheduled day for each school. The researcher administered the focused group interview making sure that all the parents' participants understood the purpose of the interview. Parents were also made to agree on the need to speak one after the other to make the information valid for the researcher. Everybody took part in the discussion which provided diversity in perspective. Noting the fact that, questionnaire does not provide in-depth investigation about specific phenomenon, the researcher had to supplement the information acquired with interviews. The responses were hand writing as well as tape recording for easy analyses.

3.6.3 Document Analysis

Documents which consist of PTA minutes books spanning from 2013/ 2014 to 2015/2016, the homework books of the first term for 2016/2017 academic year of sampled students were reviewed. Again, the Basic Education Certificate Examination (BECE) results from 2013 to 2015 were reviewed as well. The researcher limited the first term examination result of students to the core academic subject such as mathematics, English and Science.

According to Mitchell and Jolley (2009), a document analysis guide is a critical examination of public or private recorded information related to the study. They also stated that it enables the researcher to obtain data that are accurate because the respondents have given attention to their compilation. It also saves time and

expenses in transcribing because the records are analyzed as they were obtained. Kusi (2012) citing Blaxter, Hughes and Tight (2006) asserted that documents are secondary data and they include books and journals, institutional documents, etc. The author added that, they are gathered from many sources including government ministries, district and municipal education offices, central administration of universities and colleges and sometimes too on the government websites.

3.7 Pilot Study

A pilot, or feasibility study, is a small experiment designed to test the instrument by gathering information prior to a larger study, in order to improve its quality and efficiency (Lancaster, Dodd & Williamson, 2004). The pilot study was carried out in Badu R/C JHS which is public junior high schools in Badu North circuit. This school did not take part in the actual study. Three class teachers, six students and one headmistress responded to the pilot questionnaires while four parents also responded to the pilot interview guides. A 28 Likert scale questionnaire items were designed for the students' respondents. Again, 26 Likert scale questionnaire items were designed for the respondents which were from teachers. Finally, 26 Likert scale questionnaire items were designed for the respondents who were from teachers. The respondents and their responses were used for testing purposes only. The findings of the pilot study were used to determine the validity and reliability of the research instruments.

3.8.1 Validity

Validity is the exactness and precision of deductions based on the findings from the research (Mugenda & Mugenda, 2003). Validation of the instruments was carried out to check correctness of the data collection instruments during the pilot

study. Mushquash and Bova (2007) as well as Williams (2014) asserted that, validity helps in demonstrating that a particular research instrument measures what it purports to measure. This therefore checked the appropriateness of the data collection instruments, thus, questionnaire items and focused group interview guide for the study. Comments were made on the language, clarity, relevance of the items, format, structure and content of the research instruments by the supervisor. Suggestions were made on rewording questions, adding questions, and deleting some irrelevant questions. Therefore, amendments were made on the format of the questionnaires and the content in general. Items that were found unclear were reframed. This was done in order to make sure that the items in the questionnaire solicited the information required based on the objectives raised for the study. The focused group interviews guides were semi-structured, thus it consisted of only open ended questions. The questions in the interview guide were re-worded and the ambiguous ones were removed.

3.8.2 Reliability

Reliability is the extent to which items in an instrument generate consistent responses over several trials with different respondents in the same setting or circumstance (Fraenkel & Wallen, 2003). A Reliability test was carried out with the purpose of testing the consistency of the research instruments so that research instruments would be improved by revising or deleting items. The statistical reliability of the questionnaire items administered during the pilot study were computed using Cronbach's Alpha to check internal consistency and the results were shown in the Table 5 below;

Table 5: Summary of Reliability Tests Results

Respondents	Number of Cases	Number of items	Alpha
Students	13	30	0.85
Class teachers	6	34	0.71

Source: *Researcher's Computations from the Pilot Survey Data December, 2016.*

Berthoud (2000) indicated that, a reliability coefficient of 0.6 and above is satisfactory for any research instrument. Since the instruments had a mean reliability coefficient of 0.8, the researcher used them to collect the actual data from the sampled schools.

3.9 Data Collection Procedures

The researcher secured a letter of introduction from the Head of Special Education Department of the University of Education Winneba in Ghana which stated the purpose of the study. This enabled the researcher to seek and obtain permission from Tain District Education Office into the target schools within the District for the study. The researcher then visited the school heads to establish rapport with each of them before he was allowed to go ahead with data collection. The purpose of the research was explained to teachers, students and parents during a PTA meeting held at each of the three schools. The researcher agreed with head teachers, parents and class teachers on the date, time and venue for the questionnaire items and interview administration. The participants were assured of their confidentiality. The researcher also coached an assistant who was one of the teachers in Badu North circuit to help in administering the questionnaire items.

Through the assistance of the head teachers, students were asked to go to the agreed classrooms for the administration of the questionnaire items as scheduled. The questionnaire items were administered in their respective schools. The questionnaire items were personally administered by the researcher with the help of the field

assistant to the 48 student participants in their various schools. The researcher and the field assistant explained the questionnaire to the students both in English and Asanti Twi without giving directional clue to them. The questionnaire included the bio data of respondents and Likert scale rated questions (See Appendix A). The bio-data included gender, age, class, residence of student and whom they lived with; level of education and occupation of the parent. Also, the three different forms of Likert scale questionnaire for class teachers, students and head teachers captured core issues such as the roles of PTA members, factors that inhibit PTA members from performing their roles in child education and effects of PTA activities on the academic performance of students. Completed questionnaire were collected from students after 45 minutes which was the stipulated time given them. The researcher also thanked respondents for their time spent in answering the questionnaire and he assured them of their anonymity and confidentiality again.

To further solidify the issues raised in the self-designed questionnaires, it was prudent to extend responses from the close ended questionnaire format to face to face focused group interactions for the parents to confirm issues raised by students. 18 parents constituted 3 focus groups (6 parents in each group) four interview items were used to solicit their views on the influence of PTA in enhancing the academic performance of students in the selected schools. Core issues captured during the focused group discussion were the roles PTA members performed towards the enhancement of the academic performance of student who recorded lower attainment, factors that inhibit PTA members from performing their roles and the effect of PTA role play on the academic performance of students. The interviews were conducted in Asanti Twi since it was the most predominantly spoken language in the research area. Again, 15 parents representing 83% of the sample could not read nor write in English.

3.10 Data Analysis Procedures

Upon completion of the data collection, the field questionnaire items were sorted out; serial numbers were then given according to the numbers that were received. A coding sheet was then designed for all the responses for each item with the appropriate weight of the Likert scale. This was done to make it possible for data collected to be fed into the computer for analysis. The data was then analyzed using Statistical Package for Social Science (SPSS) version 21. The total responses for each item were analyzed using descriptive statistical tools like simple percentages, frequency tables, mean and standard deviations. This gave a quick pictorial reference to the responses with explanations given.

Qualitative data obtained from parents during the interview session was transcribed, coded and analyzed descriptively. The data in each category were summarized and the findings were presented using narratives and direct quotes. At some instance, verbatim reportage from some parents was used in the interview analysis. Also, data from the documentary analysis facilitated and supported both the qualitative and quantitative data.

3.11 Actual response rate of the respondents

Table 6 shows the actual response rate of the respondents.

Table 6: Actual response rate of the respondents

Respondents'	Expected	Actual	Return Rate %
Students	48	44	91.7
Form Teachers	12	11	91.7
Head teachers	3	3	100
Parents	18	12	66.7
Total	81	70	86.42

(Source: Fieldwork, 2017)

As shown in Table 6, eleven (11) respondents did not meet the initial expected number. These consisted of four (4) students', one class teacher and six parents. Asuafu SDA JHS which was a double stream basic school had only one class for the form three students. This reduced the expected number of students by four. It therefore affected the form teachers' number by one in Asuafu SDA JHS. Again, parents of Asuafu SDA JHS who were selected refused to respond to the focused group interview due to their individual busy schedule. Efforts by the researcher to locate favourable day and time for the focus group discussion proved futile. The lowest return rate in this research was 66.7%, which is good, according to Mugenda and Mugenda (2003) as cited by Ngare (2014, p.51). They reported that researchers feel that a return rate of 50% is adequate for analysis and reporting, while a response rate of 60% is good and a response rate of 70% and above is very good. Therefore 66.7% rate is a good return rate for the parents' respondents.

3.12 Ethical considerations

The researcher at all times observed the ethics of research. According to Heather, Alan and Rod (2001) some of the ethical issues to consider normally when undertaking a study include; privacy, confidentiality, sensitivity to cultural differences, gender and anonymity. Guiding principles of research such as acknowledgement of sources of published information to avoid plagiarism (Kothari, 2004) were also observed.

Before the data collection process, the researcher assured the respondents of confidentiality and anonymity. The respondents were informed not to write their names on the questionnaires. Coding of respondents was done to indicate whether they were, students, school heads; parents; class teachers; or students. This coding for

anonymity was to elicit co-operation from the respondents to give valid and truthful information for the successful completion of this study.



CHAPTER FOUR

INTERPRETATION OF RESULT AND FINDINGS

4.0 Introduction

This chapter presents the results and interpretation of the study in order to tackle the stated objectives of the study. Structured questionnaire items and focused group interview guides were designed and used to gather the data for the study.

4.1 Demographic characteristics of the respondents

This section dealt mainly with the distribution of the respondents by sex, age, class/form of students, whom they live with, education level of their parent and occupation. The data on the background characteristics of the respondents were analysed using frequency and percentage distributions. The results are presented in Tables 7.

Table 7: Demographic Information of the students' respondents

Variables	Options	Frequency	Percent
Gender	Male	22	50.0
	Female	22	50.0
Age	9 – 12	2	4.5
	13 – 16	35	79.5
	17+	7	15.9
Class of student	Form 1	16	36.4
	Form 2	16	36.4
	Form 3	12	27.3
Who do you live with?	Both parents	14	31.8
	Single parent	17	38.6
	Guardian	13	29.5
Parents' Level of education	Primary	11	25.0
	JHS	9	20.4
	SHS	19	43.2
	Tertiary	5	11.4
Parents' Occupation	Farming	34	77.3
	Carpentry	3	6.8
	Masonry	1	2.3
	Petty trading	6	13.6

(Source: Fieldwork, 2017)

The data presented in Table 7 shown that, out of the 44 students who were involved in the study, 50% (22) of them were males while the remaining 50% (22) being females. Concerning age distribution it was revealed that, 4.5%(2) of the respondents were within the age range of 9-12 years, 79.5%(35) were within the age range of 13-16 years, and 15.9% (7) were 17 years and above. As most children in Ghana enter nursery at the age of three or four, which then follows by two years in kindergarten. After kindergarten, the child continues his/her education to the next higher level (basic one) at the age of six (6). On average by age 13, a child should be in JHS one (1). Based on this analogy, one could say that the respondents truly represented JHS one (1) to JHS three (3) student since majority of them were within the age range of 13-16 representing 79.5% which is the average age for pupils in JHS one to JHS three classes in Ghana education system. Therefore, it could be said that the respondents were appropriate for the study.

In terms of class level, 36.4% (16) of the students who participated in the study were in form one classes. Again, another 36.4% (16) represented the form two classes, while 27.3% (12) were in form three. The low return rate for the form three students was as a result of Asuafu SDA JHS's development into a double stream school resulting to high enrolment as compared to previous years.

Again, students' responses illustrated that most of them lived with single parents 38.6% (17). This was followed by those who lived with both parents 31.8% (14) and finally, those who lived with guardian other than biological parents were 29.5% (13) of the research respondents. In terms of parents' level of education, 25% (11) of the students who participated in the study indicated that their parents had only primary school education, 20.4% (9) of the students also indicated that their parents had only completed JHS. Again, 43% (19) indicated their parents had only completed

SHS and finally, 11.4% (5) indicated their parents had completed tertiary education.

In terms of parents' occupational level, 77.3% (34) of the students' respondents indicated their parents were predominantly farmers. 13.6% (6) of the respondents further indicated that their parents were petty traders. Again, 6.8% (3) and 2.3% (1) of students' respondents indicated their parents were carpenters and builders respectively.

Table 8: Demographic information of the teachers' respondents

Variables	Options	Frequency	Percent
Gender	Male	8	66.7
	Female	3	33.3
Age	20 – 30	3	27.3
	31 – 40	7	63.6
	41 – 50	1	9.31
Nature of school	Single stream	6	54.5
	Double stream	5	45.5
Highest educational level	Diploma	6	54.5
	Bachelor's Degree	5	45.5
Number of years in teaching profession	Less than 5 years	5	45.5
	6 – 10 years	3	27.3
	11 – 20 years	2	18.2
	Over 20 years	1	9.1
Number of years for holding position	Less than 5 years	7	63.6
	6 – 10 years	3	27.3
	11 – 20 years	1	9.1

(Source: Fieldwork, 2017)

The data presented in Table 8 shown that, out of the eleven (11) class teachers, 66.7% (8) were males while 33.3% (3) were females. In terms of age, most of the class teachers, 63.6% (7) were between the ages of 31–40 years, 27.3% (3) were also between the ages of 20-30 years old, while the least 9.3% (1) was between 41 and 50 years old. Concerning the nature of the schools in which teachers teach, majority of the class teachers 54.5% (6) who participated in the study were teaching in single stream schools, while 45.5% (5) were teaching in a double stream school. In terms of

educational level, 54.5% (6) of the class teachers had qualification in diploma in education while 45.5% (5) had bachelor's degree qualification. Again, in terms of the number of years the class teachers had spent in their various schools, 45.5% (5) of the respondents indicated they had spent less than 5 years, 27.3% (3) of the respondents also indicated that they had spent between 6 to 10 year in the school, in addition, 18.2% (18) of the respondents had spent between 11 to 20 years in the schools while 9.1% (1) of the respondents indicated they had spent more than 20 years in the school. Concerning the number of years of holding the position as the class teachers, 63.6% (7) of the respondents indicated they have held the position for less than 5 years. Again 27.3% (3) of the respondents had held the position for 6 to 10 years while 9.1% (1) of the respondents indicated they have held the position for 11 to 20 years.

4.2 Data Presentation for the Research Questions

4.2.1 Research Question 1: What roles do PTA members play towards the enhancement of the academic performance of student who recorded lower attainment in Badu, Tain District?

This research question sought to explore the roles of PTA members towards the enhancement of the academic performance of students' who recorded lower attainment in Badu, Tain District. A four-point Likert scale was used to measure the extent of agreement or disagreement of students, class teachers and head teachers on the roles PTA members perform towards the enhancement of the performance of students who recorded lower attainment in the study location. Again, focus group interview guides were used to solicit the views of parents as well. Their responses were described in terms of means, standard deviations and verbatim descriptions. Any of the means which was less than 2.5 were regarded a disagreement whilst those that

were higher than 2.5 were regarded as agreement. The results were represented in Tables and transcriptions below:

Table 9: Responses of Students who recorded lower attainment on the roles of PTA members' towards the enhancement of their academic performance in Badu, Tain District

Statements	N	Mean	Std. Deviation
PTA for financial obligation			
My Parents always pay all PTA levies and contribution geared toward improving teaching and learning.	44	3.59	.658
Physical and Material Support			
My parents provide me with pocket money or food when going to school.	44	3.41	.897
My parents have provided me with school uniform, school bag, exercise books, pencils, ruler and pens for my schooling.	44	3.27	.924
My parent always takes me to the clinic for treatment whenever I am sick.	44	3.42	.636
Mean of Means on Physical and Material Support	44	3.42	.636
PTA for Disciplinary issues			
My parents ensure that I attend school always.	44	3.73	.585
My parents ensure that I do not go to school late.	44	3.64	.613
My parents support our teachers to punish me when I break rules and regulations of the school.	44	3.48	.849
Mean of Means on disciplinary issues	44	3.61	.547
Decision making Role			
My parents attend PTA meetings and other gatherings to take decisions about my schooling.	44	1.18	.535
PTA for Communication			
My class teacher has suggested to my parent possible ways to improve upon my performance.	44	1.95	1.160
My parents often visit the school to monitor my performance and attitude in the school.	44	1.89	.920
My parents know and interact with my class teacher on my attendance, behaviour and performance.	44	1.73	1.086
Mean of Means on interpersonal communication	44	1.86	.7888
Social and Emotional Support			
My parents are encouraged to desist from taking me to farm during school days.	44	3.64	.810
My parents frequently encourage me on the need to learn my note books and do my homework.	44	3.32	.934
My parents do not stress me much with domestic chores.	44	3.14	1.025
Mean of Means on Social and Emotional Support	44	3.37	0.923
Home learning Support			
My parents restrict me from watching TV at the expense of homework.	44	3.05	.987
My home environment motivates learning.	44	2.93	1.043
My parents support my learning at home by providing extra classes' teacher for me.	44	1.50	.876
Mean of Means on Home learning Support	44	2.93	.7888

Source: Fieldwork, 2017.

Table 9 revealed the responses of students who recorded lower attainment on the roles of PTA members towards the enhancement of their academic performance in Badu, Tain District. On the statements which sought responses of students regarding whether parents fulfilled their financial obligation, notably, the respondents asserted that, “my Parents always pay all PTA levies and contribution geared toward improving teaching and learning” ($M = 3.59$, $SD = .658$). In terms of physical and material support, student participants affirmed that, their parents provided them with pocket money or food for school ($M = 3.41$, $SD = .897$). Again, they reported that parents provided them with school uniform, school bag, exercise books, pencils, ruler and pens for schooling ($M = 3.27$, $SD = .924$), and also, the students responses indicated that, parents frequently took them to clinic for treatment anytime they felt sick ($M = 3.42$, $SD = .636$).

On disciplinary issues, it was established by respondents that, parents ensured they attended school always ($M = 3.73$, $SD = .585$). It was further reported that parents made sure their wards attended school early ($M = 3.64$, $SD = .613$). Participants indicated that their parents’ supported their teachers to punish them whenever they broke rules and regulations of the schools ($M = 3.48$, $SD = .849$). However, respondents disagreed with the statements which solicited responses concerning the decision making role of parents. Notably, the students asserted that, “my parents attend PTA meetings and other gatherings to take decisions about my schooling” ($M = 1.18$, $SD = .535$). Stressing further, respondents differed views on the statements that solicited responses from students concerning the existence of interpersonal communication between teachers and parents to enhance students’ academic performance. Thus, the respondents disagreed to the statement that “my class teacher has suggested to my parent possible ways to improve upon my

performance” ($M = 1.95$, $SD = 1.160$). Similarly, respondents disagreed to the fact that their parents often visited the school to monitor their performances and attitudes in the school ($M = 1.89$, $SD = .920$). Respondents further reported that, their parents’ neither knew nor interacted with their respective class teachers on attendance, behaviour and academic performances ($M = 1.73$, $SD = 1.086$)

Additionally, concerning statements on social and emotional roles, Prominently, respondents agreed that, “my parents are encouraged to desist from taking me to farm during school days” ($M = 3.64$, $SD = .810$), similarly, it was agreed by the respondents that, their parents encouraged them on the need to learn their note books and often do their home works as well ($M = 3.32$, $SD = .934$). Respondents additionally affirmed that, their parents did not stress them much with domestic chores ($M = 3.14$, $SD = 1.025$). Furthermore, regarding the statements concerning the roles PTA members performed in terms of home learning, respondents affirmed that, their parents mostly restricted them from watching TV at the expense of their homework ($M = 3.05$, $SD = .987$). Again respondent indicated that, their home environment motivated learning ($M = 2.93$, $SD = 1.043$). Finally, respondents disagreed with the statement which reported that parents supported home learning by providing extra classes’ teachers for them ($M = 1.50$, $SD = .876$).

Generally, it was clear from the analysis of respondents who were students in Table 9 that, the major roles PTA members’ played to enhance the academic performance of their wards were disciplinary role ($M=3.61$, $SD=.547$), this was followed by financial obligation ($M=3.59$, $SD=.658$), then, physical material support ($M=3.42$, $SD=.636$). Again, social and emotional support and home learning support followed with a recorded mean scores of ($M=3.67$, $SD=.923$) and ($M=2.93$, $SD=.788$) respectively. However, decision making role which recorded a mean score of

(M=1.18, SD=.535) and interpersonal communication role (M=1.86, SD=.788) recorded less than 2.5 mean scores. These implied that they disagreed with the statements that PTA members performed roles in those areas.

Table 10: Class teachers' responses on the roles of PTA members' towards the enhancement of the academic performance of students who recorded lower attainment in Badu, Tain District

Statements	N	Mean	Std. Deviation
PTA for financial obligation			
P.T.A members contribute by paying dues to facilitate teaching and learning.	11	2.63	.458
Physical and Material Support			
PTA members normally feed or provide pocket money for their children before going to school.	11	2.73	1.009
Most of the students in my class have all the basic school needs like school uniform, school bag, exercise books, pencils, ruler and pens to aid their studies.	11	2.73	.786
Parents often take their children to the clinic for treatment whenever they feel sick	11	2.63	.458
Mean of Means on Physical and Material Support	11	2.69	.751
PTA for Disciplinary issues			
PTA members make sure their children are always in school.	11	2.82	.874
PTA members ensure that student avoid lateness to school	11	2.55	1.036
PTA members support teachers to punish student who break rules and regulations.	11	2.65	.934
Mean of Means on PTA for Disciplinary issues	11	2.67	.786
Decision making Role			
PTA members often attend PTA meetings and other gatherings to take decision about their children	11	3.09	.701
PTA for communication			
PTA members often visit the school to ask about the progress of their children in the school.	11	2.73	.786
Most PTA members know and interact with their wards class teacher.	11	2.64	.924
Mean of Means on communication	11	2.68	.643
Social and Emotional Support			
PTA members are encouraged to desist from taking their wards to farm during school days.	11	2.17	.980

PTA members encourage their children on the need to learn at home.	11	2.09	.701
PTA members are encouraged not to stress their children much with domestic chores	11	2.42	.932
Mean of Means on Social and Emotional Support	11	2.23	0.871
Home Learning Support			
PTA members do not allow their children to watch TV in the evenings at the expense of their homework and note books	11	2.18	.982
PTA members make provision for extra classes teacher to assist their children at home	11	2.27	1.009
The homes of PTA members motivates learning	11	2.54	1.033
Mean of means on home learning support	11	2.18	.656

Source: Fieldwork, 2017

Analysis of class teachers' responses from Table 10 on the roles of PTA members towards the enhancement of the academic performance of students' who recorded lower attainment agreed to the statements that PTA members supported their children financially to facilitate teaching and learning. Notably, the class teachers asserted that, "P.T.A members contribute by paying dues to facilitate teaching and learning" (M = 2.63, SD = .458). Concerning, physical and material support, respondents agreed that, PTA members fed or gave money as pocket money to their children (M = 2.73, SD = 1.009). Again respondents affirmed that most of their students had access to the basic school materials like school uniform, school bag, exercise books, pencils, ruler and pens to aid their studies (M = 2.73, SD = .786). Finally, respondents agreed that parents' ensured that their children visited the clinic whenever they felt sick (M = 2.63, SD = .458).

On the statements which sought responses from respondents regarding whether PTA members performed disciplinary roles, the respondents agreed to the statement that, PTA members made sure their children were always in school. This recorded a mean score of (M = 2.82, SD = .874). They further agreed that, PTA

members ensured that their children escaped lateness ($M = 2.55$, $SD = 1.036$). Respondents notably agreed that, “PTA members support teachers to punish student who break rules and regulations of the school” ($M = 2.65$, $SD = .934$).

More so, with regards to responses concerning PTA members performing decision making roles, respondents agreed to the statement that, “PTA members often attend PTA meetings and other gatherings to take decisions about their children” ($M = 3.09$, $SD = .701$). In terms of inter-personal communication between parents and teachers, respondents agreed that PTA members often visited the schools to ask about the progress of their children in the school ($M = 2.73$, $SD = .786$). Therefore, respondents indicated that most PTA members knows and interacted with their wards class teacher ($M = 2.64$, $SD = .924$).

Furthermore, with regards to statements concerning social and emotional support, respondents disagreed with the statements that PTA members were encouraged to desist from taking their children to farm during school days ($M = 2.17$, $SD = .980$). Surprisingly, respondents disagreed with the statement that PTA members encouraged their children on the need to learn at home ($M = 2.09$, $SD = .701$). Finally, respondents disagreed to the statement that PTA members were encouraged not to stress their children too much with domestic chores ($M = 2.42$, $SD = .932$).

Concerning home learning support, respondents disagreed to the statement that PTA members did not allow their children to watch television in the evening at the expense of their homework ($M = 2.18$, $SD = .982$). Additionally, respondents disagreed that, PTA members made provision for extra classes teacher to assist their children at home ($M = 2.27$, $SD = 1.009$). Finally, respondents agreed to the statement

that, PTA members were motivated to make home environment favourable for learning ($M = 2.54$, $SD = 1.033$).

In totality, it was observed from class teachers responses in Table 10 that the common roles PTA members played to enhance the academic performance of students who recorded lower attainment were physical material support ($M=2.69$, $SD=0.751$), interpersonal communication ($M=2.68$, $SD=.643$), financial obligation ($M=2.63$, $SD=.458$) and finally, disciplinary role recorded ($M=2.67$, $SD=.786$). Decision making role ($M=3.09$, $SD=.701$), social and emotional support ($M=2.23$, $SD=0.871$) and home learning support ($M=2.18$, $SD=.656$) recorded mean scores below 2.5. These implied that respondents did not agree that PTA members performed such roles.



Table 11: Head teachers' responses on the roles of PTA members' towards the enhancement of the academic performance of student who recorded lower attainment in Badu, Tain District

Statements	N	Mean	Std. Deviation
PTA for financial obligation			
P.T.A members contribute by paying dues to facilitate teaching and learning.	3	3.67	.577
Physical and Material Support			
PTA members normally feed or provide pocket money to their children.	3	3.33	.577
Most of the students in my school have all the basic school needs like school uniform, school bag, exercise books, pencils, ruler and pens to aid their studies.	3	3.33	.577
Parents often take their children to the clinic for treatment whenever they were sick.	3	3.33	.577
Mean of means on Physical and Material Support	3	3.33	.654
PTA for disciplinary issues			
PTA members make sure their children are always in school.	3	3.33	.577
PTA members ensure that student avoid lateness to school.	3	3.33	.577
PTA members support teachers to punish student who break rules and regulations.	3	3.00	.000
Mean of means on disciplinary issues	3	3.22	.601
Decision making Role			
PTA members often attend PTA meetings and other gatherings to take decision about their children.	3	2.54	1.033
PTA for communication			
PTA members often visit the school to ask about the progress of their children.	3	3.33	.577
Most PTA members know and interact with their wards class teacher.	3	3.33	.577
Mean of means on communication	3	3.33	.601
Social and Emotional Support			
PTA members are encouraged to desist from taking their wards to farm during school days.	3	2.03	.607
PTA members are encouraged to talk to their children on the need to learn at home.	3	2.42	.527
PTA members are encouraged not to stress their children much with domestic chores.	3	2.05	.501
Mean of means on social and emotional support	3	2.16	.601
Home Learning Support			
PTA members do not allow their children to watch TV in the evenings at the expense of their homework and note books	3	2.22	.932
PTA members make provision for extra classes teacher to assist their children at home	3	2.33	.577
The homes of PTA members motivates learning	3	2.00	.000
Mean of means on home learning	3	2.18	.623

Source: Fieldwork, 2017

Table 11 revealed the responses of head teachers about the roles of PTA members towards the enhancement of the academic performance of students who recorded lower attainments. On the statements soliciting responses of head teachers concerning payment of levies, respondents notably reported that “P.T.A members contribute by paying dues to facilitate teaching and learning” (M = 3.67, SD = .577). In terms of physical and material support, respondents indicated that PTA members mostly fed or provided pocket money to their children before going to school (M = 3.33, SD = .577). Again, respondents agreed that, most of the students in the schools had the basic school materials like school uniform, school bag, exercise books, pencils, ruler and pens to aid their studies (M = 3.33, SD = .577). Furthermore, the respondents agreed that parents often takes their children to the clinic for treatment whenever they were sick (M = 3.33, SD = .577).

Concerning disciplinary role of PTA members, head teachers’ responses agreed with the statement that PTA members ensured their children were always in school (M = 3.33, SD = .577). Furthermore, respondents agreed to the statement that PTA members ensured that their student avoid lateness (M = 3.33, SD = .577). Finally, respondents agreed that PTA members were in support of teachers to often punish student who break rules and regulations (M = 3.00, SD = .000). In terms of decision making role, head teachers responses agreed that, PTA members often attends PTA meetings and other gatherings to take decision about their children (M = 2.54, SD = 1.033). Again, regarding communication role, responses from head teachers agreed that PTA members often visited the school to ask about the progress of their children (M = 3.33, SD = .577), additionally, respondents agreed that, most PTA members knew and interacted with their wards class teacher (M = 3.33, SD = .577). Concerning PTA roles in terms of social and emotional support, notably,

responses from head teachers disagreed to the statement that “PTA members are encouraged to desist from taking their wards to farm during school days” ($M = 2.03$, $SD = .607$). Again, head teachers responses disagreed to the statements that “PTA members are encouraged to talk to their children on the need to learn at home” ($M = 2.42$, $SD = .527$). Additionally, respondents disagreed that “PTA members are encouraged not to stress their children much with domestic chores” ($M = 2.05$, $SD = .507$). Furthermore, the statements regarding PTA support on home learning, respondents disagreed to the statement that PTA members supervised their children to desist from watching TV in the evenings at the expense of their home works and note books ($M = 2.22$, $SD = .934$). Again, respondents disagreed to the statement that PTA members were encouraged to make provision for extra classes teachers to assist their children at home ($M = 2.33$, $SD = .577$). Finally, respondents disagreed to the statement that the homes of PTA members motivated learning ($M = 2.00$, $SD = .000$).

In summary, it was observed from the head teachers’ responses in Table 11 that PTA members performed diversity of roles to enhance the academic performance of students who recorded lower attainment. Financial obligation recorded the highest with the mean score of ($M=.67$, $SD=.577$), followed by physical and material support and interpersonal communication which recorded similar mean values of ($M=3.33$, $SD=.654$) and ($M=3.33$, $SD=.601$) respectively. Again, disciplinary role and social and emotional role recorded the same scores as ($M=3.22$, $SD=.601$). Finally, home learning support and decision making role followed with the mean scores of ($M=2.917$, $SD=.623$) and ($M=2.5$, $SD=1.033$) respectively.

4.2.2 Parents interview responses on the roles they play as PTA members towards the enhancement of the academic performance of their children who record lower attainment in Badu, Tain District

The focus group interview responses of parents on the roles they played towards the enhancement of the academic performance of their children who recorded lower attainment engaged 12 participants in two groups. The two groups were named focus group one (FG1) and focus group two (FG2) accordingly. The researchers sought responses of parents based on seven statements and below were the interpretations of their responses and some verbatim quotation of respondents:

- **Physical and Material Support**

All the respondents in the focused group discussion indicated that, they supported their children as they provided them with some basic necessities like food or pocket money, school uniforms, pens and books to make them comfortable to learn in school. Some of these responses were shared as follows:

“Before my children leave home to school, I make sure I give them pocket money for food” (Verbatim response from a parent in FG 1).

Another parent added that,

“apart from the above I give my children some money for them to buy school materials that their teachers asks them to buy” (Verbatim responses of a parent in FG 1).

Another parent in FG2 indicated:

“Providing my child with food, clothing and other basic needs are my responsibility. Even if he were not a student, he would still need them” (Verbatim response from a parent in FG2)

Again a parent in FG2 added:

“During break times too, my two children come home to eat since our house is not far away from the school. Just that the teachers sometimes don't allow them to come. In such cases either I take the food to them in school or they end up not eating at all till closing” (Verbatim response from a parent in FG 2).

- **Home Learning Support**

The comments of parents pertaining to home learning support were wide-ranging. Some of the parents encouraged their children to learn at home but others revealed that, their effort toward making sure their children learn at home proved futile. Some verbatim responses were shared as follows:

“At home I encourage my children to do their homework and learn their note books as well. I wish I could help them but it is not easy and so I tell them to learn so that they will be better off” (Verbatim responses of a parent in FG1)

Another parent in “FG1” remarked

“Since there are no light in my home, I therefore encourage my children to take advantage of the lights in the school to study and do their home works. But since teachers do not mostly go there, instead of learning they turn to gossip about unnecessary issues” (Verbatim responses of a parent in FG1)

Again, some parent in FG2 added that:

“During PTA meetings we are encouraged to see to it that our wards learn and do their homework at home. Unfortunately, my children won’t stop watching TV and learn. I am even tired of telling them to learn” (Verbatim reaction of a parent in FG2)

Again, another parent in FG2 added that:

“For me, my child does not learn or do homework at home because he comes home with no book. He claims the books I bought for him are safely kept in the school after lessons. Again, whenever I ask him to do his homework, he would say he was not given any homework. But since I cannot read and write, I take it like that” (Verbatim responses of a parent in FG2).

- **Financial Support**

The results of parents’ indicated that, they contributed financially to support the school’s programs. Some of such contributions according to their responses augment the amount of money PTA members pay as printing fees and for connecting electricity to the schools to advance the course of evening studies since most of the

homes were usually noisy and unfavourable. Some verbatim responses were shared as follows:

“We contribute money to supplement school programs like excursions and toilet construction” (Verbatim responses from parents in FG1)

Another parent in “FG1” added:

“Sometimes excess monies derived from PTA dues augment the amount per student as printing fees” (Verbatim responses from parents in FG1)

Also a parent in FG2 indicated that:

“Knowing very well that most of our homes are noisy due to TV, radio and other external noise, we as PTA members agreed some time ago to levy ourselves to enable us supply lights in the various classrooms in the school to facilitate sound personal studies in the evenings” (Verbatim response from parent in FG2)

- **Disciplinary Issues**

The findings of parents’ on their role in terms of disciplinary issues were clear as their responses indicated that, they makes sure their children learn and does their homework, they also ensured their children avoid lateness and truancy. They ensured appropriate punishments were allotted to culprits who default the norms of the school. Punishment ranges from canning, weeding, gathering stones and uprooting stumps. On the other hand, some parents’ lamented their inability to discipline their children as they are extremely disrespectful. For instance, some of such children indulged in malpractices like boyfriend and girlfriend relationships. Below were some of the verbatim responses of parents:

“As a parent I ensure that teachers discipline my child whenever she go to school late or truant. Discipline measured we have together put in place to check behaviour in the school ranges from canning, weeding, gathering stones and uprooting stumps” (Verbatim response of a parent in FG1)

Again, a parent in FG2 said:

“As for me I do my best by ensuring that, my children go to school early. I also advise them to properly conduct themselves as well” (Verbatim response from a parent in FG2)

Another parents in FG2 said:

“During PTA meetings we agree with teachers to punish all children who misconduct themselves and refuse to do their homework”. (Verbatim response of a parent in FG2)

Another parent remarked:

“As for me I cannot discipline my children ooooooo I have realized my own children do not respect me to the extent that they make fun of me mmmmmmm. For instance, they reply by asking me what I know about education whenever I tell them to learn at home and go to school early,” (Verbatim response of a parent in FG2)

Again, some parents in FG1 said:

“It is not easy for me ooooooooooo, the disrespectful child among my children have a boyfriends. Mmmmm who am I to say do your homework or go to school. The little monies she get from these young men makes her to misbehave”. (Verbatim responses of a parent in FG1)

- **Communication role**

Parents’ responses indicated that, during PTA meetings, the teachers tell them more about their children and what the school expect them as parents to do. Again, it was clear from their responses that, their busy schedules prevent them mostly from visiting the school uninvited to inquire about the attitude and performance of their children. Some commented verbally as follows:

One parent in FG2 commented:

“If the teachers need us they would invite us by organizing PTA meeting. Sometimes too, they invite individual parent depending on the issue at stake. Normally they prefer to invite parent whose wards are difficult to handle. And so, if they do not call a particular parent it implies they have no problem with that child” (Verbatim response from parent 2 in FG2).

Again, one parent in FG1 indicated

“oh sometimes the school invite us for PTA meetings where they tell us a lot about our children and what they want us to do for the school”

Another parent in FG1 said:

“I attend all PTA meetings but hardly do I visit the school on my own to interact with the class teachers on matters pertaining to the performance and attitude of my ward in the school but it all because of the farm work”. (Verbatim response from a parent in FG1)

One parent in FG2 commented:

“I wish I visit the school to check on my child’s attitude from his teachers and know his friend but I do not get time” (Verbatim response from parent in FG2).

Another parent in FG1 said:

“Why should I spend my time to visit my disobedient child in school? when she doesn’t even learn and do his homework at home? no..... no..... no.... no.....no ...no...”(Verbatim response from parent 2 in FG1)

- **Social and emotional support**

Parents remarked that they perform social and emotional support as a means to enhance their children’s performance. They do this by encouraging their wards to learn most of the time. Below are some of their verbatim responses:

One parent in FG2 commented:

“I mostly encourage my children passionately by telling them to learn more”. (Verbatim response from parent FG2)

Again one parent in FG2 asserted that:

“Sometime my child seems to be discouraged because some of her friends tease her for scoring low marks, I encourage her never to give up” (Verbatim response from parent FG2)

- **Decision making**

Results of the interview, on the other hand revealed that parents were mostly not involved in taking decisions about educational issues regarding their children’s

schooling even though they attend PTA meetings once in a while. PTA members were mostly informed during meetings about what has already happened or what they intend to do. For instance;

One parent in FG1 asserted that

“I do not think our views are welcomed in the school because during PTA meeting the teachers always tell us what they want from us. For instance printing fees and BECE registration fees they do not care whether we can pay or not” (Verbatim response from parent in FG1).

One parent in FG2 remarked:

“PTA meetings have never favored me and so I do not know much. Mostly, they put the meeting date on a market day which falls on Tuesday’s but it is during the funeral days which is Fridays I get time” (Verbatim response from parent in FG2).

4.3. Research Question 2: What factors inhibit PTA members from performing their roles towards the enhancement of the academic performance of students’ who recorded lower attainment in Badu, Tain District

This research question sought to explore the factors that inhibited PTA members from performing their roles towards the enhancement of the academic performance of students’ who recorded lower attainments in Badu, Tain District. The rationale for this question was to ascertain the extent to which factors like income level, educational level, family size and structure affected PTA members from performing their roles to enhance the academic performance of students who recorded lower attainment in Badu, Tain District. A four-point Likert scale was used to measure the extent of agreement or disagreement of students, class teachers and head teachers on these factors whiles focused group interview guides were used to solicit the views of parents as well. Their responses were described in terms of means, standard deviations and verbatim descriptions. Any of the means which was less than

2.5 were regarded as disagreement whilst those were higher than 2.5 were regarded as an agreement. The results were represented in Tables and transcriptions below:

Table 12: Responses of Students' who record lower attainment on the factors that inhibit PTA members from performing their roles towards the enhancement of their academic performance in Badu, Tain District

Statements	N	Mean	Std. Deviation
The income level of my parent affects their ability to pay PTA levies most of the time.	44	3.30	.734
The income level of my parents has limited their ability to provide my educational needs like pocket money, text books and other learning materials.	44	3.41	.622
Mean of means on income level	44	3.36	.704
My parent's level of education prevents them from assisting me with homework.	44	3.30	.765
The numbers of siblings I have affect the level of attention and support I receive from parents.	44	2.75	.943
Broken homes affect the extent of PTA support given to students	44	3.05	.834

Source: Fieldwork, 2017

Table 12 indicated the responses of students to determine the possible factor that inhibited PTA members from performing their roles towards the enhancement of their academic performances. The findings revealed that the income level of their parents affected their ability to pay PTA levies most of the time ($M = 3.30$, $SD = .734$). Due to this, most of the parents were not able to provide their wards with educational needs such as pocket money, and text books ($M = 3.41$, $SD = .622$). Additionally, respondents agreed to the statement that their parents educational level prevented them from helping their children with homework ($M = 3.30$, $SD = .765$), it was further reported that, the number of siblings a particular student had affected the level of attention and support they received from parents ($M = 2.75$, $SD = .943$).

Finally, respondent agreed that broken homes affected PTA member's ability to perform their roles ($M=3.05$, $SD=.834$).

Generally, it was concluded from Table 12 that the income level of parents was a limiting factor. This had the highest mean score of ($M=3.36$, $SD=.704$). Parent educational level followed with the mean score of ($M=3.30$, $SD=.765$). Finally, broken homes and the number of children in a particular family received mean scores of ($M=3.05$, $SD=.834$) and ($M=2.75$, $SD=.94$) respectively.

Table 13: Teachers' responses on factors that inhibit PTA members from performing their roles towards the enhancement of the academic performance of students who recorded lower attainment in Badu, Tain District

Statements	N	Mean	Std. Deviation
The income level of parents affects their ability to pay PTA levies most of the time.	11	2.73	1.128
The income level of parents has limited their ability to provide the educational needs like pocket money, text books and other learning materials.	11	3.30	.734
Mean of Means for income levels.	11	3.02	.805
The educational level of parent affects them from assisting their children with homework.	11	3.27	.905
The number of children parents have affect them from giving maximum attention to each of them.	11	3.00	.894
Broken homes affect the extent of PTA support given to students	11	2.73	1.191

Source: Fieldwork, 2017.

Table 13 presented the responses of teachers to determine the possible factors that inhibited PTA members from performing their roles to enhance the academic performance of students' who recorded lower attainment in Badu in Tain District. Explicitly, respondents who were teachers agreed to the statement that the income levels of parents affected their ability as PTA members to pay dues to enhance child learning ($M = 2.73$, $SD = 1.128$). In addition, it was agreed by respondents that the

income level of parents further affected their ability to provide the educational materials of their children like pocket money, text books (M = 3.30, SD = .734). The responses from class teachers further agreed that, the educational level of parents affected them from assisting their children with homework (M = 3.27, SD = .905). Again respondents confirmed that the number of children a particular family had affected the level of attention given to each (M = 3.00, SD = .894). Finally, it was affirmed by the respondent' (M = 2.73, SD = 1.191) that broken homes affected the extent to which PTA members performed their roles.

In conclusion, it was clear from the class teachers' responses in Table 13 that the educational levels of parents inhibit their ability to assist their children with homework. This had the highest mean score of (M=3.27, SD= .905), it was followed by the income level of parents which recorded mean score of (M=3.02, SD= .805). Furthermore, the number of siblings in a family followed with the mean scores of (M=3.00, SD= .894) and, finally broken homes recorded the mean score of (M=2.73, SD=1.191).

Table 14: Head teachers' responses on factors that inhibit PTA members from performing their roles towards the enhancement of the academic performance of students who recorded lower attainment in Badu, Tain District

Statements	N	Mean	Std. Deviation
The income level of parent affects their ability to pay PTA levies	3	2.67	.577
The income level of parents has limited their ability to provide the educational needs of their children like pocket money, text books and other learning materials.	3	3.00	1.000
Mean of Means for parents income level	3	2.84	.904
The educational level of parent affects parents from assisting their children with homework.	3	2.67	.577
The number of children parents have affect them from giving maximum attention to each of them.	3	2.67	.567
Broken homes affect the extent of PTA support given to students.	3	3.00	1.00

Source: Fieldwork, 2017.

Table 14 showed the responses of head teachers to determine the possible factors that inhibited PTA members from performing their roles to enhance the academic performance of students who recorded lower attainment in Badu in Tain District. Obviously, respondents agreed that the income level of PTA members affected their ability to pay PTA levies most of the time ($M = 2.67$, $SD = .577$). Again, respondents agreed that the income level of parents further limited their ability to provide the educational needs like pocket money, text books and other learning materials of their children ($M = 3.00$, $SD = 1.00$). Additionally, respondent further agreed to the statements that the educational level of parents affected them from assisting their children with homework ($M = 2.67$, $SD = .577$). With regards to the number of children parents had, respondent agreed that, the number of children parents had limited them from giving maximum attention to each of them ($M = 2.67$, $SD = .567$). Finally, it was revealed that, broken homes on the other hand affected the ability of PTA members in performing their roles as parents' ($M = 3.00$, $SD = 1.00$).

In summary, broken home was recorded as the highest factor which inhibit PTA members from performing their role. This recorded a mean score of ($M=3.00$, $SD=1.00$). it was then followed by the income level of parents which had the mean score of ($M=2.84$, $SD=.904$). Finally, the number of children a particular family had and the educational level of parents followed with the mean scores of ($M=2.64$, $SD=.567$) and ($M=2.64$, $SD=.577$) respectively.

4.3.1 Parents' responses on factors that inhibit their ability as PTA members from performing their roles toward the enhancement of the academic performance of their children who record lower attainment in Badu, Tain District

The focus group interview responses of parents regarding the factors that inhibit them from performing their roles towards the enhancement of the academic performance of their children who record lower attainment engaged 12 participants in two groups. The researchers sought the responses of parents based on four statements and below are the transcribed responses of parents.

- **Educational level of PTA members**

Comments from parents revealed diverse opinions regarding the effect of parents' educational level on their ability to perform their roles to enhance the academic performance of their children who recorded lower attainment in school. As some parents admitted that their level of education limited their ability to help their children at home, other parents also indicated that, their level of education had nothing to do with their ability to perform educational duties of their children. Below are some verbatim responses of parents:

One parent in FG1 said:

“A lot of children completed school in this town and are roaming about aimlessly. Some are even smoking and leading bad lives. And so, I wish my child do not attend school since I think learning a trade would do instead. I prefer to involve him into farming rather than allowing them to go to school. Maybe in future when I get enough money I would consider that he learn a vocation”(Verbatim response from a parent in FG1).

Again one parent in FG2 indicated:

“Even though most of us parents’ are not educated, our inability to receive formal education does not necessary have negative effect on our ability to educate our wards. Some relatively poor parents could educate their children in these same schools. Some of such are occupying bigger positions in the country like Justice Apaw, Dr. Ahenkan, Dr. Agyemang and the late Kennel E.K Donkor” (Verbatim response from parent in FG2).

- **Income level of parents**

It is evident from the remarks of parents that, their income level limited their ability to perform roles likes paying PTA levies and buying other resources in the form of, pens, uniforms books among others to facilitate teaching and learning. Others felt that since basic education is free and compulsory for public schools, it lets them feel reluctant to perform their roles as parents. Below are some of their remarks;

A parent in FG1 indicated that:

“Financially, it is not easy. Mostly the payment of PTA levies and printing fees becomes much of a problem. But I have no option than to try my best, sometimes they would be sacked and they end up roaming in town” (Verbatim response from parent in FG1).

One parent in FG2 indicated that:

“I don’t think that we as parents lack money but we think free education is completely free. For instance the very parent who fails to provide the educational needs of their children in the public schools turn to do better when they enroll their children into preparatory schools” (Verbatim response from parent in FG2).

- **Family Size**

It was revealed from the comments of parents’ that family size does not necessary limit parents from performing their roles but some esteem other needs like funerals to be more important than the education of their wards.

One parent in FG1 indicated:

“As for me, I don’t see the number of children in the family as a problem but we parents sometimes esteem other activities and obligations as more important to us than the child’s schoolings” (Verbatim response from parent 6 in FG1).

Another parent in FG1 interrupted:

“Yes, yes, yes, it’s true. In fact I will add something more to that, , even though there is a ban prohibiting the prescription of funeral clothes during mourning, but it would surprise you to know that the very parent who cannot provide for the needs of our children’s keep changing funeral cloths and donating huge sums of monies. Most of us parents do these with the aim that when our time comes (when we are bereaved) we would equally gain the attention of other” (Verbatim response from parent 1 in FG1)

- **Family structure**

It was clear that the family structure which is either broken or intact affects PTA members from performing their roles. They indicated that families which are intact can easily take care of their children compared to single parents. Below are some of their verbatim responses:

One member in FG2 hesitated:

“A family with two parents living together mostly can effectively take care of their children than one member taking care of the children all alone”. (Verbatim response from parent 3 in FG2)

One parent in FG2 cited an example that:

“I have observed in this town that, most of the children live with their grandparents and relatives who are not their biological parents. I have two of such children, normally I feed them and accommodate them so I expect their parent to periodically send money for their upkeep, to cater for their educational need and to renew their health insurance cards since, and I must also buy for my children too. Mmmmmmmmm, most of such monies delay or don’t even come at all but what saddens me is that people around may think I am the wicked person”. (Verbatim response from parent 6 in FG2)

Another parent in FG2 reacted that:

“For me as a single parent, I wish to give my children the best I can but a lot of responsibilities make it impossible to do so. For instance as a single parent the little money at my disposal which I got from the sales of my pepper and maize must be shared as follows; hire labourers to prepare the land for the next season, buy agro-chemicals for spraying the weeds, pay light bill, and buy school materials for my children. The money becomes little to do all these and so since my children are grown I end up contracting them to weed and spray the farm so that some money would be reserved to take care of their school need”. (Verbatim response from parent 5 in FG2)

Another parent in FG1 indicated:

“Separation in marriage makes it unbearable for one member of the family to conveniently take care of the children. Even with my case as I live together with my husband and two children, when misunderstanding set in the family, , sometimes it becomes extremely difficult to meet the basic needs of the children all alone”. (Verbatim response from parent 3 in FG1)

Additionally one member in FG2 said:

“One parent taking care of children is not proper, that parent will suffer too much. Consider hospital bills, buying of cloths, before school items.....no.. no.. no.. it is not easy. (Verbatim response from parent 5 in FG1)

4.4. Research Question 3: What are the effects of PTA role play on the academic performance of students who record lower attainment in Badu, Tain District?

The rationale for this research question was to establish the extent in which PTA role performance enhanced the academic performance of students who recorded lower attainment in Badu in Tain District. A four-point Likert scale was used to measure the extent of agreement or disagreement of students, class teachers and head teachers while a focus group interview guide was used to solicit the views of parents as well. Their responses were described in terms of means, standard deviations and verbatim descriptions. Any of the means which was less than 2.5 were regarded as

disagreement whilst those that was higher than 2.5 were regarded as an agreement.

The results were represented in Tables and transcriptions below:

Table 15: Responses of Students' who recorded lower attainment in Badu, Tain District on the effect of PTA role performance on their academic performance

Statements	N	Mean	Std. Deviation
The physical/material supports I receive from my parents have helped to improve my performance.	44	3.16	.805
Social and emotional support I receive from parents has always motivated my desire to achieve academically.	44	3.27	.694
The interpersonal communication that exist between parents and teachers goes a long way improve student performance.	44	3.20	.904
Home learning helps in improving my performance.	44	3.05	.939
Strict parental disciplinary measures keep me punctual and regular in school.	44	3.16	.805

Source: Fieldwork, 2017

Statistically, Table 15 indicated the responses of students on the effect of PTA support on the academic performance of students who recorded lower attainment in Badu in Tain District. Apparently, most of the respondents articulated their views to the fact that, the physical/material supports they received from their parents helped to improve their performance ($M = 3.16$, $SD = .805$). This implied that parental support in the form of providing uniform, books, pen, sandals, and pocket money goes a long way to boost students' performance.

Also, it was discovered from the study that, the social and emotional support the students received from their parents motivated their desire to achieve academically ($M = 3.27$, $SD = .694$). Again, they agreed that, the interpersonal communication that existed between parents and teachers went a long way to improve their performance ($M = 3.20$, $SD = .904$). In addition, majority of students agreed to the fact that home learning helped in improving their performance ($M = 3.05$, $SD =$

.939). Also, respondents further indicated that, strict parental discipline enhanced their performance ($M = 3.16$, $SD = 1.805$)

In totality, responses of students clearly established that, the social and emotional support they received from their parent affected their performance positively. This recorded the highest mean score of ($M=3.27$, $SD= .694$). Interpersonal communication role followed with the mean score of ($M=3.27$, $SD= .904$). Again, physical and material support and strict parental disciplinary measures received similar mean scores as ($M=3.16$, $SD=.805$). Finally, home learning support recorded the least mean scores of ($M=3.05$, $SD=.805$).

Table 16: Class teachers' responses on the effect of PTA role play on the academic performance of students who records lower attainment in Badu, Tain District

Statements	N	Mean	Std. Deviation
The physical/material support students' receive from PTA members helps to improve performance.	11	3.09	.944
Social and emotional support students' receive from parents always motivated their desire to achieve academically.	11	2.73	1.191
The interpersonal communication that exist between parents and teachers goes a long way improve student performance.	11	2.64	1.027
Home learning improves students' performance.	11	3.05	.939
Strict parental disciplinary measures keep students punctual and regular in school.	11	2.55	1.128

Source: Fieldwork, 2017

It was found from Table 16 that the provision of physical/material support like books, pens, uniform, pocket money etc. to students' by PTA members helps to improve academic performance ($M = 3.09$, $SD = .944$). Again, respondents reported that the social and emotional support students' receive from parents always motivated their desire to learn and achieve academically ($M = 2.73$, $SD = 1.191$). Regarding interpersonal communication that exist between parents and teachers, respondents

agreed that, it goes a long way improve student performance ($M = 2.64$, $SD = 1.027$). Furthermore, respondents noted that PTA role performance in terms of home learning improves students' performance ($M = 3.05$, $SD = .939$). Also, respondents agreed that, strict disciplinary measures of parents keeps students punctual and regular in school ($M = 2.55$, $SD = 1.128$).

In totality, the physical and material support students received from their parent recorded the highest mean score of ($M=3.09$, $SD= .944$). This was followed by home learning which recorded the mean marks of ($M=3.05$, $SD= .939$). Again, social and emotional support followed with the mean score of ($M=2.7$, $SD=1.191$). Then finally, interpersonal communication role and disciplinary measured followed with the mean scores of ($M=2.64$, $SD=1.027$) and ($M=2.55$, $SD=1.128$) respectively.

Table 17: Head teachers' responses on the effect of PTA role play on the academic performance of students who record lower attainments in Badu, Tain District

Statements	N	Mean	Std. Deviation
The physical/material support students' receive from PTA members helps to improve performance.	3	3.33	.577
Social and emotional support students' receive from parents always motivated their desire to achieve academically.	3	3.33	.577
The interpersonal communication that exist between parents and teachers goes a long way improve student performance.	3	3.00	1.000
Home learning improves students' performance.	3	3.00	1.000
Strict parental disciplinary measures keep students punctual and regular in school.	3	3.00	1.000

Source: Fieldwork, 2017

Observations from Table 17 above revealed the responses of head teachers on the effect of PTA role play on the academic performance of students who recorded lower attainment. Seemingly, most of the respondents indicated that the physical/material support students' received from PTA members helped to improve

their academic performance ($M = 3.33$, $SD = .577$), again, respondents agreed that, the social and emotional support that students' received from parents motivated their' desire to learn and achieve academically ($M = 3.33$, $SD = .577$), additionally, the interpersonal communication that existed between parents and teachers went a long way to improve the academic performance of students ($M = 3.00$, $SD = .1.00$). Also, it was discovered that home learning support improved students' performance ($M = 3.00$, $SD = 1.00$). Respondents noted that, parental disciplinary measures kept students punctual and regular in school ($M = 3.00$, $SD = 1.00$).

In conclusion, the head teachers' responses indicated that, the physical/material support, social interpersonal communication role, home learning support, strict parental discipline and emotional support, positively affected the academic performances of lower attainers.

4.4.1 Parents' responses on the effect of PTA role play on the academic performance of students who record lower attainment in Badu, Tain District

In finding out the responses of parents' on the effect of PTA role play on the academic performance of students who recorded lower attainment, focused group interviews were conducted to engaged 12 participants in two groups. The researcher sought responses of parents based on five statements and below was the summary of their responses together with some verbatim responses of some members.

Physical and material support

The results of parents' during the focused group interview indicated that, their ability to provide adequate teaching and learning materials like books, pens, uniform, sandals, pocket money or food, for their children boosted the academic performance

as it went a long way to boost their ability to actively participate in teaching and learning. Below are some of the verbatim responses of parents:

One parent in FG1 indicated:

“I have realized that, when I perform my role by buying school uniform, exercise books pen and other teaching and learning materials for my children, they do not complain since they partake in the lessons actively and so their performance turn to be ok”. (Verbatim response from parent FG1)

Another parent in FG2 said:

“Even if I do not get pocket money for my children, I make sure they are feed before they leave home to school. This makes them focus their attention on school activities” (Verbatim response from parent in FG2)

Another parent indicated:

“I also have noticed that whenever my child pays all his bills like PTA dues, printing fees and other contribution, teachers do not intimidate or drive him out of class as such he is able to take part in all lessons and examinations which help me to know the actual performance of my child”. (Verbatim response from a parent in FG1)

“Providing the educational needs of my ward makes him go to schools often and remain till they close. This I believe enables him to follow all lessons to make him better academically” (Verbatim response from a parent in FG2)

- **Social and emotional support**

Responses of parents further revealed that, emotionally they expressed the sense of love and affection to their children by encouraging them to work extra hard. Some of the verbatim responses of parent are below:

One parent in FG1 indicated:

“The love and the words of encouragement I give to my children help them to keep trying without giving up”. (Verbatim response from parent FG1)

Another parent indicated:

“I encourage them never to lose hope whenever they fall short in their studies. This keeps them encouraged and makes them feel at peace within. I believe it lift their zeal to work extra hard” (Verbatim response from a parent FG2).

Again, one parent added:

“I try to encourage her to keep on without giving up. For instance I site examples of the many times some successful men failed yet they worked hard before rising to the top finally”. (Verbatim response from parent FG1)

- **Learning at home**

The comments of parents regarding the effect of home learning on the academic performance of their wards indicated that, as their children learn and do their home works, it improves their performance. Below are some of their verbatim responses:

One parent in FG2 further added:

Sometimes I tell my children to learn and do their homework in the evening I think it is helping as they are able to revise their note books. (Verbatim response of a parent in FG2)

Another parent added that:

Home learning makes my child to read ahead before going to face the next day's activities and this boost his confidence toward learning (Verbatim response from a parent in FG1)

Again,

As I keep telling my children to learn at home, it informs them that the home is not so different from the school since the home emphasis on child learning. (Verbatim response from a parent in FG1)

- **Discipline**

Parents' responses indicated that, their ability to ensure discipline among their children minimizes lateness, truancy and school dropout. Additionally, they said, it gives them the room to ensure that their children learn often at home to improve upon their academic performance. Some of the verbatim responses of parent are below:

A parent in FG2 indicated:

“In terms of disciplinary issues my ability to see to it that my child is regular at school, minimizes the rate of absenteeism, truancy and school dropout”. (Verbatim response from parent 6 in FG2)

Another parent in FG1 indicated

“My ability to provide the educational needs of my ward gives me more room to check her attitude towards going to school regularly and on time since that is a huge investment I am making”. (Verbatim response from parent 5 in FG1)

As I support the teachers to punish my child when he breaks school rules he tries to conform to them (Verbatim response from parent 5 in FG1)

- **Communication**

It emerged from the responses that parents’ interaction with teachers enhances performance since it reveals to them the true strength and weakness of their children interns of teaching and learning. Some of the verbatim responses of parent are below:

One parent in FG2 said:

I sometimes communicate with their teachers during PTA meetings to know their strength and weaknesses by so doing I tell them to learn hard. I think it is helping them some way (Verbatim response from parent in FG2)

Another parent in FG1 said

To communicate with teachers is good towards building relationship between us parents and the school but we are not encouraged. I remember I was only called some time ago when there was an issue in connection with my child (Verbatim response from parent in FG1)

Again, one parent in FG2 added:

I have benefited a lot from interacting with my wards teachers since it makes me know the conduct and performance of my child (Verbatim response from parent in FG2).

4.5 Document Analysis

This sub section presents the results on the document scrutiny. The researcher basically reviewed the PTA Minute Books, students’ homework books and past

BECE record of the three targeted schools. The researcher looked out for information pertaining to; frequency of meetings, issues often deliberated during meetings, plans toward improving students' performance, review of Homework Assignments and review of past BECE records.

It came to light that, PTA meetings were mostly held twice every academic year across all the three schools. In two of the school, it was clear from the review that, general PTA meetings which involve all parents were organized ones in every academic year while the second meeting mostly focuses on parents whose children are in the final year to specifically deliberate on the BECE registrations fees and other relevant attachments.

Frequent deliberated issues

Across all the three sampled schools, frequently deliberated issues during general PTA meetings cut across the following; students' performance issues during the BECE, conduct and attitude of students towards academic work and its effect, inactive participation of some students in class due to hunger and lack of writing material like books, pens among others, encouraging interaction to exist between parents and class teachers, encouraging parents' to facilitate home learning and financial matter were discussed.

Plan to improve students' performance among the three schools were; the institution of morning and evening classes for students, encouraging home learning, parents visitations, punish indiscipline and finally, parents were encouraged to discuss educational issues with their children at home.

The home work books of respondents who were students in the three targeted schools were reviewed. It came to light that most of the students brought back their

home works to school undone. Reasons given were that their parents' could not assist them just because they themselves could not know the answers to the questions. Again just a few of the students did their homework by themselves or under the guidance of a parents or guidance, even those students still scored low marks.

Commenting further, it was revealed that, the past Basic Education Certificate Examination (BECE) statistics from 2013 to 2015 for the three schools were generally not encouraging. For instance, in the year 2013, a total number of 91 candidates represented the three schools for the BECE. Out of that, only 14 candidates passed with 8 of the candidates coming from Asuafu R/C and the remaining 6 coming from Asuafu SDA. None of the candidates presented by Adamu D/A passed the examination. Again, in the year 2014, a total number of 91 candidates represented Badu South circuit for the BECE. Out of that, only 13 candidates passed the examination with 5 of the candidates from Asuafu SDA, 4 of the candidates from Asuafu R/C and the remaining 4 candidates from Adamu D/A. Besides, in 2015, a total number of 107 candidates represented Badu South circuit for the BECE. Out of that, only 7 candidates passed with 5 of the candidates coming from Asuafu SDA and the remaining 2 candidates coming from Asuafu R/C. None of the students presented by Adamu DA School passed. The above results for students spanning from 2013-2015, paints a very miserable future for the students.

CHAPTER FIVE

DISCUSSION OF FINDING

5.0 Introduction

This chapter presented the major findings of the research and inferences made in view of findings from related previous studies. The findings were discussed in line with the key themes raised in the questionnaire and the interview guide.

5.1 Research question 1: What roles do PTA members perform towards the enhancement of the academic performance of students who record lower attainments in Badu, Tain District?

The performance of financial role

It was abundantly clear from the findings of students' that, PTA members in Badu performed financial obligations as part of their roles to facilitate teaching and learning ($M= 3.59$, $SD=.658$). Results of class teachers' invariably agreed to the same assertion ($M= 2.63$, $SD=.458$). Beyond doubt, findings of head teachers further supported the same assertion that, PTA members in Badu in Tain District performed financial obligation as part of their roles to facilitate teaching and learning ($M= 3.67$, $SD=.577$). The implications were that, PTA members of various schools in Badu, Tain District contributed financially in other towards the improvement of teaching and learning.

The results of the interview however, revealed that even though PTA members indicated they contributed financially to support the schools, such monies were used for various purposes. Some of such contributions sometimes augmented the amount they paid as printing fees per child. In other instances, it was used to connect electricity to the school to advance the course of evening studies. It could therefore be

deduced from the results that, depending on the need of the schools, PTA funds were channelled to address such needs to facilitate effective teaching and learning. These were in accordance with Wondemneh (2013) study which found that, fund raising was the major role PTA members performed to facilitate a closer links between the school and the home. They did these by encouraging parents to financially contribute towards the schools activities through periodic payment of levies. These contributions according to Wondemneh's study were utilized for purchasing teaching materials, repairing and painting of the school buildings.

In addition, Adam (2005) observed that, contributing resources to the school most especially money has been identified as the most common role of PTA members. His justifications were that governments were unable to single-handedly fund child education. UNESCO (1987) affirmed Adams findings as they indicated that, in developing country, where governments' resources are limited and population growth rate were always increasing, it were always necessary to foster community involvement as an in-built component of the educational process.

The provision of Physical and material support

Findings of students', class teachers, head teachers and parent indicated that PTA members performed their roles as they provided physical and material support to their children to boost learning. These were evident when the responses of students recorded a total mean score of ($M=3.42$, $SD=.636$), while class teachers responses recorded a total mean scores of ($M=2.69$, $SD=.751$). Again, head teachers responses recorded ($M=3.33$, $SD=.654$) as total mean scores. These scores above for students', class teachers', and head teachers implied that, PTA members provided their children with pocket money or food whenever they went to school, they again, provided the

teaching and learning materials of their children like uniform, school bag, exercise books, pencils, rulers, pens and their health care needs.

Results of the focussed group interview of parents' additionally, were similar to that of the questionnaire responses of students, class teachers and head teachers. It indicated that, PTA members who were parents performed their roles by providing their children with some basic necessities like food or pocket money, school uniforms, pens, books which made them learn comfortably.

These confirmed Okongo, Ngao, Rop and Nyongesa (2015) study that, physical and material resources are among the resources necessary to facilitate teaching and learning. These findings again buttressed Maslow's (1943) view of human needs which found that, the attainment of the basic needs of individuals like food, shelter, clothing and health care needs coupled with the teaching and learning material needs of the child like books, pens, pocket money etc. facilitated survival and comfort in the child's life and educational pursuit. These confirmed the results of the documentary analysis as it revealed that, inactive participation of some students in class are due to hunger and lack of writing material such as books, pens among others.

Ensuring Discipline

This present study revealed that PTA members were in support of the disciplinary issues regarding teaching and learning. The questionnaire results of students' ($M=3.613$, $SD=.547$), class teachers ($M=2.606$, $SD=.786$) and the head teachers ($M=22$, $SD=.601$) indicated that, PTA members in the basic schools in Badu South Circuit, Tain District ensured that disciplinary measures were in place to check good behaviour and attitude. These meant that, parents always ensured that their children attended school, avoided lateness and they supported the teachers to punish

the students who broke school rules and regulation such as lateness, absenteeism, behaviour misconduct non-homework performance etc.

The results of the focused group interview of parents also revealed that, as part of the disciplinary measures, PTA members ensured that their children learnt and did their home works, they also ensured their children avoided lateness and truancy. Again, they ensured appropriate punishments were allotted to culprits who went contrary to the norms of the school. Punishment ranged from canning, weeding, gathering stones and uprooting stumps. Surprisingly, some parents' lamented that they were unable to discipline their children since such children were extremely disrespectful. For instance, some of such children according to the parents indulged in malpractices like boyfriend and girlfriend relationships. The documentary analysis on the other hand also revealed disciplinary issues such as the conduct and attitude of students to be among the issues which are frequently deliberated upon during PTA meetings.

Contrary to the present study, Wanja (2014) revealed that, parents were not adequately involved in the disciplinary issues of their wards in school. The indiscipline practises of students Wanja's study identified included; absenteeism, noise making, lateness to school, failure to do homework, rudeness to teachers and boy-girl relationships.

The case was not also different from Ngare (2014) study on the role of PTA in enhancing discipline in Ongata Rongai public secondary schools where the results revealed that, PTA members performed many activities towards the development of school facilities, but very little was done on students discipline management and at the extreme instances, teachers only involved parents who children were involved in the case at stake. This present study again contradicted Ekombe (2010) study where it

was evident that schools fail to consider the roles of PTA members in dealing with disciplinary issues of students.

Facilitating interpersonal communication between home and school

In terms of the interpersonal communication that existed between home and school, results of students' participants indicated that their parents did not communicate often with their class teachers regarding their attitudes and performances. These recorded mean marks of ($M=1.86$, $SD=.788$). This implied that, parents did not visit the school to monitor performance and attitude, parents' received no suggestions from class teachers' regarding the possible ways to improve upon performance. Again, parents' did not know the class teachers of their wards in the various schools. Richardson (2009) maintained that schools needs to be the initiating force in establishing and developing partnership with parents. Thus, the initiative for communication between the school and parents must come from the schools. Furthermore, Price-Mitchell (2009) claimed that school leaderships are instrumental in facilitating interpersonal relationship between teachers and parents, however, it was important that all teachers at the schools communicates with the families of their students' one on one. This implied that, it was not enough that PTA meeting days of the schools should be the only avenue to facilitate all the inter-personal communications between parents and teachers, other days apart from the PTA meeting days were equally more suitable and the best.

On the other hand, the class teachers' and head teachers' findings contradicted that of students' responses. The class teachers and head teachers findings affirmed that inter-personal communication exist between class teachers and parents. These recorded mean scores of ($M=2.68$, $SD=.64$) and ($M=3.33$, $SD=.601$) respectively for class teachers and head teachers. These were in accordance with Epstein (2009) who

claimed that the main reason for establishing relationship between schools and homes was to assist all students to succeed in school. Bojuwoye (2009) asserted that, ‘when parents and teachers interact closely together on child education, they shares information among themselves and this information-sharing helps families to better understand the teachers and the teachers also intend understands parents’.

Nevertheless, parents’ focused group interview revealed that, teachers interacted with them mostly during PTA meetings. They added that, during PTA meetings, the teachers tells them more about their children and what the school expects them as parents to do. Again, it was clear from their responses that, their busy schedules prevent them mostly from visiting the school uninvited to inquire about the attitude and performance of their children. These implied that, parents mostly came to the schools when they were invited by the schools through PTA meetings. Therefore, it could be deduced that, parents received information from the schools as and when the administrators and staff wished. Erlendsdóttir (2010, p. 32) citing Glasgow and Whitney 2009) indicated that, the extent of parental involvement depends, among other things, on how frequently the school approached parents. Epstein (1996) added that effective two-way communication facilitated children’s progress.

Performing decision making role

In terms of decision making roles of PTA members, results of students’ were in disagreement with the statement that, PTA members often attended PTA meetings and other gatherings to take decision towards the enhancement of teaching and learning (M=1.18, SD=.535). Additionally, class teachers and head teachers agreed with the statement that, PTA members often attended meetings and other gatherings to take decision about their children. These recorded mean scores of (M=3.09, SD=.701) and (M=2.54, SD=1.033) respectively. Results of the interview, on the other hand

revealed that parents were mostly not involved in taking decisions about educational issues regarding their children's schooling even though the documentary analysis revealed that they attended PTA meetings at most twice in a year. Parents' interview further revealed that, they were mostly informed during meetings about what had already happened or what the school had planned to embark upon.

The findings of students, and parents depicted that, PTA members did not take part in the decision making processes of the schools regarding teaching and learning. These confirmed Mahuro and Hungi (2016, p.13) citing Marphatia, Edge, Legault, and Archer (2010) study which reported that, for some sub-Saharan African countries, apart from providing basic learning materials and food, most parents did not maximally participate in their children's school decision making. According to Epstein (2009), schools need to include parents when it comes to any decisions that affect the students and their education.

The class teachers and the head teachers results affirmed that, PTA members take part in the decision making process of the schools regarding teaching and learning during meetings. The differences could be due to the fact that, parents were only informed of what had happen or what was to happen without necessary factoring their opinion into action. Haack (2007, P. 18) citing Epstein (1995) indicated that, parents in the decision making process of school programs. It was stated that parents could be involved actively through PTA meetings, advisory councils, and school management committees.

Performing social and emotional roles

In terms of social and emotional support, it was evident from the respondents' who were students' that, they received such support in the form of parental encouragement. This recorded a total mean score of ($M=3.367$, $SD=.923$). Ladd and

Dinella (2009) affirmed that many times emotional support from families caused some students to continue their education irrespective of their performance. This confirmed the meta-analysis by Durlak, Weissberg, Dymnicki, Taylor, and Schellinger (2011) on the aggregate outcomes of 213 experimental control group studies on social and emotional learning which found that, students who received high-quality support in social and emotional learning both at home and in school demonstrated better academic performance, improved attitudes and behaviors, fewer negative behaviors and reduced emotional distress.

The results of class teachers and that of head teachers were contrary to that of the students. The class teachers and head teachers indicated that, students received no social and emotional support from parent. These recorded mean scores of ($M=2.23$, $SD=.871$) and ($M=2.16$, $SD=.601$) respectively. Contrary to the above, Gadagbui (2012) asserted that, a child with good school performance is the one with strong families which are supportive and deeply involved in the child's education.

Parents' interview results on the other hand revealed that once in a while, they advise their children to learn at home. Ladd and Dinella, (2009) indicated that lower attainment comes with so many challenges like feeling inferior, feeling left out, feeling discriminated, being teased, rejected and other personal dilemmas. Therefore, Klem and Connell (2005) revealed that, the feeling of being encouraged, loved and a sense of belongingness in the home were the reasons why many underperforming children were succeeding in their academic pursuit. Ladd and Dinella, (2009) added that, many times emotional support from families caused some students to continue their education irrespective of their performances.

Supporting home learning

The results of students on the roles of PTA members on home learning indicated that, their parents supported their home learning. This was recorded with a mean score of ($M=2.928$, $SD=.788$). This implied that parents did not allow their children to watch TV at the expense of their homework, they made home environment favorable for learning. Class teachers and head teachers' results were contrary to that of the students. These recorded mean marks of ($M=2.18$, $SD=.656$) and ($M=2.18$, $SD=.623$) respectively. These implied that, both class teachers and head teachers disagreed to the assertions that, PTA members saw to it that, their children learnt instead of watching TV. These confirmed the documentary analysis revealed that some of the students brought their home works to school undone. The results of parents pertaining to home learning support were wide-ranging. It was evident that some of the parents encouraged their children to learn at home but others disclosed that, their effort toward making sure their children learn at home proved futile.

Hoover-Dempsey, Bassler and Burow (1995) cited in Erlendsdóttir (2010, p. 79) study found that, some parents reported that, they wished they could help their children with their homework, but they often felt unprepared and needed more guidance from the teachers. This confirms parents' responses that, they wished they could help their children but it was often not easy due to limited education. Again, Hayford's research in 2013 indicated that, many lower attaining students reported that they lacked adult support to learn during their free time at home.

5.2 Research question 2: what are the factors that inhibit PTA members from performing their roles toward the enhancement of the academic performance of students who record lower attainment in Badu, Tain district?

Income levels of Parents

From the findings of students, class teachers and head teachers regarding the factors that inhibited PTA members from performing their roles, it was evident that, the income level of parents was a factor. These recorded mean scores of (M=3.36, SD=.704), (M=3.02, SD=.805) and (M=2.84, SD=.904) respectively. These implied that, the students, class teachers and the head teachers agreed that the income level of parents affected their ability to pay PTA levies and to provide educational needs like pocket money, text books and other learning materials for their wards most of the time. The Parents' focus group interviews on the other hand revealed diverse results. It was clear from some of their responses that, their income levels limited their ability to perform their roles like paying PTA levies and buying the educational materials such as, pens, uniforms books among others for their children. Others felt that since basic education was free for public school children they in turn felt reluctant to perform such roles since they presume it was the responsibility of the government to do so.

These confirmed Higgins and Morley (2014) citing McInerney et al. (1998) research which indicated that, parents' income level impacted the child's self-concept and academic performance. Therefore, if the families were unable to provide the educational needs of the child toward the enhancement of effective teaching and learning, the child may be forced out of school to seek alternative ways to get these items. For instance, Asikhia (2010) study mentioned that, most of the time, some

students are unable to afford instructional materials, and are always at the mercy of teachers during lessons. The author added that such students are mostly forced out of school and made to engage in hawking and selling of packaged drinking water so as to save money for their school expenses.

Deferentially, Olsen and Fuller (2008, p.160) citing Henderson and Berla (1994) revealed by indicating that, the most accurate predictor of a student's academic performance in school was not income or social status but the extent to which that student's family was able to create a home environment that encouraged learning, expressed high (but not unrealistic) expectations from their children, became involved in their children's education at school and at home. In view of the above, some parents may be limited financially, but if they are able to encourage home learning by making sure their children do their homework and learn their note books then their children can perform well in school.

Bennett's (2012) study on the other hand reported diverse experiences regarding socioeconomic status and the level of parental involvement in child education. It expressed that the income level of parents facilitated their ability to be involved in child education. Part of the findings of Bennett's (2012) also indicated that the income level of parents was not a factor in their level of involvement in the education of their wards. They rather expressed the attitude of the parents as a major factor rather than their income levels. For instance, the focus group interview of the present study revealed that, the very parent who failed to provide the educational needs of their children such as providing school uniforms, books, refusing to attend PTA meetings and pay PTA dues, etc. for their children who attended the public school performed better as they enrolled their children into preparatory schools.

Educational levels of parents

Findings of students', class teachers and head teachers revealed that, the educational level of PTA members affected their ability to assist their children at home. These recorded mean scores of (M=3.30, SD=.734), (M=3.27, SD=.905) and (M=2.67, SD=.577) respectively. Wanke (2008) citing Liu (1996) confirmed this, as he noted that, "students' academic performance in school was closely related to the family's literacy environment and their educational levels" (p.20).

The results of the focused group interview revealed diverse opinions regarding the effect of parent's education level on their ability to perform PTA roles to enhance students' performance. Some parent indicated that, their level of education had nothing to do with their ability to perform their educational duties as parents. Others felt educations were not an option for their children but rather, they preferred their children to learn a vocation. This contradicted the study of Nannyonjo (2007) who found that, children whose parents had less education tend to systematically perform worse than children whose parents had more education. For instance, Wanke (2008, p. 25) citing Lockett (1999) revealed that, many parents wanted to help their children with homework and school projects, but they just could not know what was most helpful or appropriate. Bennett (2012) study also confirmed that, having an education provided parents the ability to research and access resources for their children.

The Family Size Parents

Concerning the findings on the family size of parents' results of students', class teachers and head teachers affirmed the assertion that, the total number of children parents' had affected their ability to perform their roles effectively or otherwise . These recorded the mean scores of (M=2.75, SD=.943), (M=3.00,

SD=.894) and (M=2.67, SD=.577) respectively. These were consistent with Asikhia (2010) which posited that the larger the family size, the less the attention and devotion from parents to each child. This thereby results in more difficulties in meeting the needs of the child both physically and emotionally. Chen (2009) confirmed the same as he noted that, a family's overall attention, undivided resources, as well as responsiveness and care would wholly be committed to assist the schooling of children in small-size families.

The results of the parents' focused group interview also revealed that even though the number of children in the family may pose a problem in various ways, parents can manage it if they esteem their children's education as a higher priority than other activities. Some parents even sighted cases where there were a ban prohibiting the prescription of funeral clothes during mourning, yet some parents kept changing funeral clothes as if there were no other needs to take care off. Parents did that with the aim that when their time comes (when they are bereaved) they would then be compensated. Again, Keyes (2000) citing Hymes (1974) research which indicated that, as teachers worked with parents', they should not forget the complexities of family life such that; parents may have shopping to do, floors to scrub, hair that must be washed, and often have tired feet and aching backs as duties to perform. Therefore, when these are coupled with large family size it would go a long way to inhibit parents from performing their roles well toward the enhancement of their children's performances.

Family structure

The results of students', class teachers and head teachers depicted that, the structure of the family inhibited the extent to which PTA members performed their roles to enhance students' academic performance. (M=3.05, SD=.84), (M=2.73,

SD=1.191) and (M=3.00, SD=1.00) respectively were recorded as mean scores for students, class teachers and the head teachers.

The results of parents focused group interview remarked that, two parents family could easily take care of the children than one person doing it all alone. The findings of students', class teachers, head teachers and parents were in tune with Abudu and Fuseini (2013) study which revealed that there was a significant difference between the academic performance of pupils from single parent homes and those from two parent homes since his research found that, single parenting had a negative impact on a child's academic performance. Nzewunwah (1995) cited in Uwaifo (2008) also added that, in the case of single parents', when the single parent is overburdened by responsibilities and by their own emotional reaction towards their situation, they often become irritated, impatient and insensitive to their children's needs. It therefore, goes a long way to impact negatively on their studies. Similarly, Mortimore et al (1983) cited in Redempta (2010) found out that where a student's home life was in any way unsettled, for example if parents were divorced, were unemployed, were poor and lived in poor housing environment, the students activities in school were likely to be affected and could have negative consequences on their behaviour and academic performance. The researchers added that, parental stress picked up by the child may cause concentration difficult in school thus affecting their academic performances.

5.3 Research question 3: Effect of PTA role play on the academic performance of students who record lower attainment?

Findings from students, class teachers' and head teachers regarding the effect of PTA role play towards the enhancement of the academic performance of students who recorded lower attainment indicated that the ability of parents to provide physical

and material support, helped to improve the academic performance of students. These recorded mean scores of ($M=3.16$, $SD=.805$), ($M=3.09$, $SD=.944$) and ($M=3.33$, $SD=.577$) respectively. Results of the focus group interview on the other hand revealed that, students' academic performance improved when parents provided physical and material items like books, pens, food, etc. These boosted the interest of the students to keep learning without giving up.

These findings were consistent with Parent Teacher Association and School Management Committee Handbook published by the Ghana Education Service (2001). It indicated that, the provision of children's educational needs helped in the following diverse ways: it helped pupils to read and write, it encouraged pupils to come to school regularly, it made learning interesting and easier, it improved teaching and learning outcomes, it enhanced pupils' retention rate and it made pupils happy and confident in school.

In terms of social and emotional support, findings from students, class teachers and head teachers affirmed that the motivation and encouragement students received from parents boosted their desire to achieve academically. These recorded mean scores of ($M=3.27$, $SD=.694$), ($M=2.7$, $SD=1.191$) and ($M=3.33$, $SD=.577$) respectively implied that, students' who received social and emotional support from parents were always motivated to achieve academically.

Parent' focussed group interviews on the other hand affirmed that, emotionally they showed love and encouraged their children as well. These implied that, Parents knew the love and encouragement they gave to their children inspired them with hope to learn extra harder. These findings were consistent with Yun, Mo and Kusum-Singh (2008) cited in Timkey (2015, p. 11) research study focused on how parents' relationships and involvement in their children's lives affected academic performance

of students. Data was collected on the experiences of seventh and eighth grade students'. The study examined the effect of parents' relationships and involvement on students' cognitive, emotional, and behavioural engagement in school and academic performance. The results confirmed the importance of parents' involvement in junior high school students' engagement and performance as it indicated that, parental involvement and engagement were associated with children's academic performance and social competences. Again, Adewumi, Olojo and Falemu (2012) study also affirmed that, academic performance improved when parent performed the following roles in their ward's learning; parents ability to help their children to negotiate the system and receive fair treatment both at home and in school, parents ability to create a home environment that promoted learning, reinforces what is being taught at school and developed their life skills to become responsible adults, and provided extra services and support to students.

Concerning the effect of disciplinary roles of parents on students' academic performances, respondents who were students' class teachers and head teachers agreed that, strict parental discipline kept students punctual and regular in school. These recorded mean scores of (M=3.16, SD=.805) for students, (M=2.55, SD=1.128) for class teachers and (M=3.00, SD=1.00) for head teachers. Alongue and Ekundayo (2012, p.16) affirmed this as he indicated that, PTA fosters mutual understanding, harmonious relationship and cooperation among parents, guardians and teachers in the fulfillment of the common goals of the school as well as ensures a suitable, uniform and high standard of discipline both at home and at school. The Parent Engagement Committee (2011, p.5) citing (Henderson & Berla (1994) and National Parent Teacher Association (1993) indicated that, the student behaviors such as alcohol use, violence, and antisocial behavior decrease as parent involvement increases. Additionally,

Epstein (1982) in a survey of 613 fifth graders observed that, students who had teachers who emphasized parental involvement reported better attitudes and behavior towards school as well as regular homework habits than students whose teachers did not emphasize parental involvement.

Additionally, the interpersonal communication that existed between parents and teachers went a long way to improve student performances. This was affirmed by the respondents who were students, class teachers, and head teachers with the mean scores of (M=3.20, SD=.904), (M=2.64, SD=1.1027) and (M=3.00, SD=1.00) respectively. The focus group interview findings of parents also indicated that, parents' interaction with teachers revealed to them the true strength and weakness of their children in terms of school performances and attitudes.

These confirmed Erlendsdóttir (2010) citing an American study carried out by Westat and Policy Studies Associates (2001) in Henderson and Mapp, 2002). It looked at the effect of family involvement on student achievement, by examining student achievement in 71 basic schools. Among the factors they studied was outreach to parents as it measured how much teachers communicated with parents of low achieving students through meeting with them face to face, sending materials home to better equip parents to help their children at home. There existed a positive relationship between teacher outreach to parents of low-achieving students and it improved student achievement as well. Kraft and Dougherty (2013) study on the effect of parent-teacher communication on student engagement recognized that, frequent parent-teacher communication immediately increased students' engagement as measured by homework completion rates, on-task behaviour, and class participation. Again, Davis (2000) indicated that, the ability of parents and teachers to

share relevant information with each other about students, the better equipped they would be to help those students become successful.



CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS OF THE STUDY

6.0. Introduction

In this chapter, summary, conclusions and recommendations based on the findings of the study were presented. The study probed into the influence of PTA members toward the enhancement of the academic performance of students who recorded lower attainment in selected basic schools namely, Asuafu SDA JHS, Asuafu R/C JHS, Adamu D/A JHS all in Badu South Circuit of Tain District.

6.1 Summary of the Study

The study was guided by the following questions.

1. What roles do PTA members play towards the enhancement of the academic performance of students' who record lower attainment in Badu?
2. What factors inhibit PTA members from performing their roles towards the enhancement of the academic performance of students who records lower attainment in Badu?
3. What are the effects of PTA role play on the academic performance of students who record lower attainment in Badu?

The findings were grounded in information gathered from students', class teachers, head teachers and parents of Badu South Circuit in Tain District. The results were interpreted to develop practical conclusions for improving roles PTA roles toward the enhancement of the academic performance of students who recorded lower attainment in the study location.

6.2 Literature Review

The review of the literature addressed three major trends in home-school partnerships. These were: (1) overview and roles of PTA members, (2) factors that inhibit PTA members from performing their roles, and (3) the effect of PTA role play on the academic performance of students. The theoretical framework which informed this study was the overlapping sphere of influence which was propounded by Epstein in 1987. This framework stresses the dynamic and complex nature of school-family partnerships.

6.3 Methods

The researcher employed both quantitative and qualitative research approaches with a cross-sectional survey and phenomenology as the research designs respectively. These guided the entire study in order to explore the influence of PTA members towards the enhancement of the academic performance of student who recorded lower attainments. The samples of the study were; 3 schools and 81 participants who consisted of; 3 head teachers, 12 class teachers, 18 parents and, 48 students from public basic schools in Badu South Circuit of Tain District. Probability sampling techniques like stratified and simple random sampling were used on the students and parents'. Non-probability sampling techniques, like purposive sampling were employed for selecting head teachers and class teachers. The instruments for data collection were questionnaires for head teachers, class teachers and students respondents. Focus group interview guides were organized for parents and document analysis guides were also used. Quantitative data was gathered using Likert scale questionnaire and statistical package for social sciences (SPSS) software version 21 was used to process the collected data and descriptive statistics like frequencies and percentages, mean, and standard deviations were used. Qualitative data from the

focused group interview were audio recorded in Asanti Twi and thereafter, transcribed into English for analysis. The transcribed data was organized into themes from which the researcher wrote descriptive narratives and an interpretive report. The key findings of the study were summarized below.

6.4 Main Findings

The trends that emerged specifically from the findings were summarized below:

The findings from research question one showed that;

- PTA members in Badu, Tain District performed financial obligations as part of their roles to facilitate teaching and learning.
- All the respondents to the study affirmed that PTA members provided physical and material support to their children to boost learning and performance.
- Again, the respondents affirmed that PTA members had disciplinary measures in place to check good behavior and attitude.
- Students' and parents indicated that, PTA members did not communicate often with teachers regarding students' attitude and performance due to their busy work schedules. Contrary to that, class teachers' and head teachers' of the study found that, inter-personal communication existed between class teachers and parents through periodic PTA meetings.
- Students participants found that, parents did not take part in the decision making process of the school. Parents participants confirmed by indicating that during PTA meetings they were mostly informed about what had already happened or what was about to happen. Contrary to the above, class teachers and head teachers findings indicated that during PTA meetings parents often took part in decision regarding child learning and performance.

- The results of students' and parents participants revealed that parents provided social and emotional support in the form of love, care and encouragement to boost students' ability to keep on working hard without giving up. Contrary to that, class teachers and head teachers' arrived that, students received no social and emotional support from parents.
- Students' and most of the parents' results on home learning support indicated that, parents encouraged that by making sure that, the home environment supported learning. Other parents indicated that their effort toward making sure their children learnt at home proved futile. The findings of class teachers and head teachers on the other hand indicated that PTA members did not support home learning.

The outcomes from research question two on the factors that inhibited PTA members from performing their roles towards the enhancement of the academic performance of student who record lower attainment showed that;

- Findings of students, class teachers and head teachers indicated that, the income levels of parents affected their ability to pay PTA levies. It also affected their ability to provide educational needs such as pocket money, text books and other learning materials for their wards most of the time. Parents' responses revealed that, government policy on free and compulsory universal basic education made them feel reluctant in performing their roles even if they were capable.
- Findings of students', class teachers and head teachers revealed that, the low educational level of PTA members affected the ability of parents to assist their children with school works at home. Parents' responses on the other hand

indicated that, their level of education had nothing to do with their ability to perform their roles as some parents preferred their children to learn a vocation.

- The results of all the respondents affirmed that, the total number of children PTA members had affected their ability to perform their roles effectively in terms of attention and support. The parents' further added that though the number of children in the family might pose problems in diverse ways, parents could manage it if they esteemed their children's education as a higher priority than other activities such as funeral spending's.
- The results of all the respondents depicted that, the structure of the family which was either broken or intact, affected PTA members ability to support the students.

The outcomes from research question three on the effect of PTA role play on the academic performance of students' who recorded lower attainment, indicated that;

- All the respondents who were students, class teachers, and head teachers indicated that the ability of PTA members to provide physical and material support in the form of books, pens school uniforms etc. helped to improve the academic performance of students since it facilitated their active participation in class.
- In terms of social and emotional support, findings from all the respondents affirmed that it motivated students desire to keep trying without giving up.
- The interpersonal communication that existed between parents and teachers went a long way to improve student performances. The focus group interview findings of parents affirmed that, parent-teacher interactions on school issues enhanced performance as it revealed to parents the true strength and weakness of their children.

6.5 Conclusions

- The study concluded that PTA members in Badu, Tain District performed various roles as a means towards the enhancement of the academic performance of their children. Some of such roles were financial obligation, physical and material support, ensuring discipline, decision making role, interpersonal communication role, social and emotional support and home learning support.
- The study also revealed that PTA members faced challenges in rendering their roles such as low level of income, parents' educational level, family size and structure.
- Nonetheless, it was revealed that PTA members' ability to perform their roles had significant impact on the academic performance of their wards. For instance, the ability of PTA members to provide physical and material support helped to improve their academic performance. Likewise social and emotional support motivated students desire to achieve academically.

6.6 Recommendations

From the summary of the main findings of the study, it is therefore recommended that:

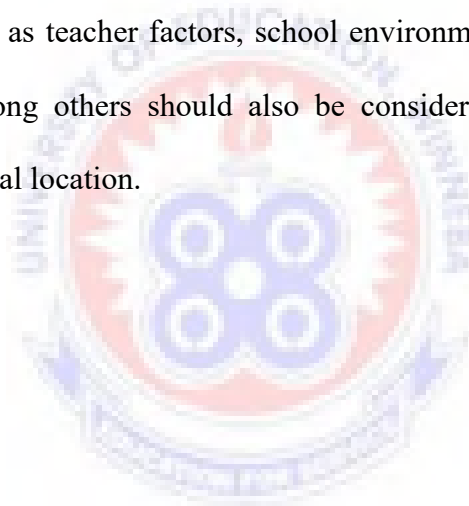
Schools should endeavor to encourage PTA members to perform their roles more especially those roles that directly contribute to the enhancement of students' academic performance.

The head teachers together with the District Education Officials should periodically suggest to PTA members on possible means of overcoming inhibiting factors

. Outcomes on the effect of PTA role performance should be discussed during PTA gatherings to encourage all parents to diligently perform their roles to boost the academic performance of their wards as well.

6.7 Suggestion for Future Research

It is important to note that the findings of this research were not generalized to all basic schools in the country. The sample for this study though fairly large was from only one district in the Brong Ahafo Region of Ghana. Further research can be conducted with larger sample size from schools throughout the ten regions of the country. Again, other factors that may influence academic performance of children in the basic level such as teacher factors, school environment, peer influence, genetics, and class size, among others should also be considered for further research in a different geographical location.



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APPENDIX A

STUDENT QUESTIONNAIRE

SECTION A: DEMOGRAPHIC INFORMATION

Instructions: Please, respond to each item by putting a tick (✓) in the spaces provided or by writing an explanation as required.

1. Questionnaire ID.....
2. Sex Male () Female ()
3. Age: 9 – 12 () 13 - 16 () 17+ ()
4. Form 1 () Form 2 () Form 3 ()
5. Who do you live with? Both parents (), single Parent (), A Lone ()
Guardian ()
6. What is the level of education of the person you living with?
None () Primary () JSS () SHS () Tertiary ()
7. Which of the following work does the person you stay with do for a living?
Farming () teaching () carpentry () masonry () Petty trading () others ----

SECTION B:

Roles of PTA members' towards the enhancement of the academic performance of students who record lower attainment in Badu, Tain District

Instructions: Please indicate by ticking (✓) the extent to which you disagree or agree with the statements concerning the '*roles of PTA members*' to enhance your academic performance.

Scoring Rubric: Strongly Disagree (SD) = 1; Disagree (D) = 2; Agree (A) = 3 Strongly Agree (SA) =4

ITEM	Scoring Rubric			
	4	3	2	1
PTA for Financial obligation				
My Parents always pay all PTA levies and contribution geared toward improving teaching and learning.				
Physical and Material Support				
My parents provide me with school uniform, school bag, exercise books, pencils, ruler and pens for my schooling.				
My parents provide me with pocket money or food when going to school.				
My parents always take me to clinic for treatment whenever I am sick.				
PTA for disciplinary issues				
My parents ensure that I attend school always				
My parents ensure that I do not go to school late.				
My parent support our teachers to punish me when I break rules and regulations of the school.				
Decision making role				
My parents attend PTA meetings and other gatherings to take decision about my schooling				
PTA for communication				
My parents often visit the school to monitor my performance and attitude in the school.				
My parents know and interact with my class teacher on my attendance, behavior and performance				
My class teacher has suggested to my parent possible ways to improve upon my performance.				
Social and Emotional Support				
My parents are encouraged not to take me to farm during school days.				
My parents often encourage me on the need to learn my note books and do my homework.				
My parents' do not stress me much with domestic chores.				
PTA for supporting home learning				

My home environment motivate learning				
My parents restrict me from watching TV at the expense of homework.				
My parents support my learning at home by providing extra classes' teacher for me.				

SECTION C: Factors that inhibit PTA members from performing their roles towards the enhancement of the academic performance of students who record lower attainment in Badu, Tain District.

Please indicate by ticking (√) the extent to which you disagree or agree with the statements concerning the “**factors that inhibit PTA members from performing their roles to enhance your academic performance.**”.

Scoring Rubric: Strongly Disagree (SD) = 1; Disagree (D) = 2; Agree (A) = 3 Strongly Agree (SA) =4

ITEMS	Scoring Rubric			
	SA	A	D	SD
The income level of my parent affects their ability to pay PTA levies most of the time.				
The income level of my parents has limited their ability to provide my educational needs like pocket money, text books and other learning materials.				
My parents level of education prevent them from assisting me with homework.				
The number of siblings I have affect the level of attention and support I receive from parents.				
Broken homes affect the extent of PTA support given to students				

SECTION D: Effect of PTA role performance on the academic performance of students' who record lower attainment in Badu, Tain District

Instructions: Please indicate by ticking (√) the extent to which you disagree or agree with the statements concerning the “Effect of PTA role performance on your academic performance”.

Scoring Rubric: Strongly Disagree (SD) = 1; Disagree (D) = 2; Agree (A) = 3 Strongly Agree (SA) =4

ITEMS	SCORING RUBRICS			
	4	3	2	1
The physical/material supports I receive from my parents have helped to improve my performance.				
Social and emotional support I receive from parents has always motivated my desire to achieve academically.				
The interpersonal communication that exist between parents and teachers goes a long way improve student performance.				
Home learning helps in improving my performance.				
Strict parental disciplinary measures keep me punctual and regular in school.				

APPENDIX B

CLASS TEACHERS QUESTIONNAIRE ITEMS

SECTION A: DEMOGRAPHIC INFORMATION

Instruction: Please, respond to each item by putting a tick (\surd) in the spaces provided or by writing an explanation as required concerning your demographic information.

1. Sex: Male () Female ()

2. Age bracket. 20- 30 () 31 – 40 () 41 – 50 () 51 – 60 ()

3. Type of school. Single stream () double Stream ()

4. What is your highest professional level attained?
Pupil Teacher () Diploma () Bachelor's Degree () Master's Degree ()
) Any other (specify) _____

5. For how long have you served in the teaching profession?
Less than 5 years. () 6 – 10 years. () 10 – 20 years. () (Over 20 years.) ()

6. For how long have you held the above position in the school?
Less than 5 years. ()
6 – 10 years. ()
11 – 20 years. ()
Over 20 years. ()

SECTION B: Roles of PTA members towards the enhancement of the academic performance of students who record lower attainment in Badu, Tain District.

Instructions: Please indicate by ticking (√) the extent to which you disagree or agree with the statements concerning the *roles of PTA members to enhance the academic performance of students who record lower attainment in your class*

Scoring Rubric: Strongly Disagree (SD) = 1; Disagree (D) = 2; Agree (A) = 3; Strongly Agree (SA) =4

ITEM	Scoring Rubric			
	SA	A	D	SD
PTA for financial obligation				
P.T.A members contribute by paying dues to facilitate teaching and learning.				
Physical and Material Support				
Most of the students in my class have all the basic school needs like school uniform, school bag, exercise books, pencils, ruler and pens to aid their studies.				
PTA members normally provide food or pocket money to their children before coming to school.				
Parents often take their children to the clinic for treatment when sick.				
PTA for disciplinary issues				
PTA members ensure that their children are always in school.				
PTA members ensure that student avoid lateness to school				
PTA members support teachers to punish student who break rules and regulations				
Decision Making role				
PTA members often attend PTA meetings and other gatherings to take decision about their children				
PTA for communication				
PTA members often visit the school to ask about the progress of their children in the school.				
Most PTA members know and interact with their wards class teacher.				
Social and Emotional Support				
PTA members are encouraged to desist from taking their wards to farm during school days.				
PTA members encourage their children on the need				

to learn at home.				
PTA members are encouraged not to stress their children much with domestic chores				
PTA for supporting home learning				
PTA members are encouraged not to allow their children to watch TV in the evenings at the expense of their homework and note books				
PTA members are encouraged to make provision for extra classes teacher to assist the children at home.				
PTA members are motivated to make home environment favourable for learning				



SECTION C: Factors that inhibit PTA members from performing their role towards the enhancement of the academic performance of students who record lower attainment in Badu.

Instructions: Please indicate by ticking (✓) the extent to which you disagree or agree with the statements concerning the “**factors that inhibit PTA members from performing their role to enhance the academic performance of students who record lower attainment in your class.**”

**Scoring Rubric: Strongly Disagree (SD) = 1; Disagree (D) = 2; Agree (A) = 3
Strongly Agree (SA) =4**

ITEM	Scoring Rubric			
	SA	A	D	SD
The income level of parent affects their ability to pay PTA levies				
The income level of parents has limited their ability to provide educational needs like pocket money, text books and other learning materials for their children.				
The educational level of parent affect them from assisting their children with homework.				
The number of children parents have affect them from giving maximum attention to each of them.				
Broken homes affect the extent of PTA support given to students.				

SECTION D: Effect of PTA role play on the academic performance of students**who record lower attainments in Badu**

Instructions: Please indicate by ticking (√) the extent to which you disagree or agree with the statements concerning the “**Effect of PTA role play on the academic performance of students who record lower attainments in your class**”.

Scoring Rubric: Strongly Disagree (SD) = 1; Disagree (D) = 2; Agree (A) = 3 Strongly Agree (SA) =4

ITEMS	Scoring Rubric:			
	SA	A	D	SD
The physical/material support students’ receive from PTA members helps to improve performance.				
Social and emotional support students’ receive from parents always motivated their desire to achieve academically.				
The interpersonal communication that exists between parents and teachers goes a long way to improve student performance.				
Home learning improves students’ performance.				
Strict parental disciplinary measures keep students punctual and regular in school.				

APPENDIX C

HEAD TEACHERS QUESTIONNAIRE ITEMS

SECTION A: DEMOGRAPHIC INFORMATION

Instruction: Please, respond to each item by putting a tick (✓) in the spaces provided or by writing an explanation as required concerning your demographic information.

1. Sex: Male () Female ()
2. Age bracket. 20- 30 () 31 – 40 () 41 – 50 () 51 – 60 ()
3. Type of school. Single stream () double Stream ()
4. What is your highest professional level attained?
Pupil Teacher () Diploma () Bachelor’s Degree () Master’s Degree ()
. Any other (specify) _____
5. For how long have you served in the teaching profession as the head?
Less than 5 years. () 6 – 10 years. () 10 – 20 years. () (Over 20 years.) ()
6. For how long have you held the position of headship in your school?
Less than 5 years. ()
6 – 10 years. ()
11 – 20 years. ()
Over 20 years. ()

SECTION B: Roles of PTA members towards the enhancement of the academic performance of students who record lower attainment in Badu, Tain District.

Instructions: Please indicate by ticking (√) the extent to which you disagree or agree with the statements concerning the *'roles of PTA members to enhance the academic performance of students' who record lower attainment in your school*

Scoring Rubric: Strongly Disagree (SD) = 1; Disagree (D) = 2; Agree (A) = 3 Strongly Agree (SA) =4

ITEM	Scoring Rubric			
	SA	A	D	SD
PTA for Financial obligations				
P.T.A members contribute by paying dues to facilitate teaching and learning.				
Physical and Material Support				
PTA members normally feed or provide pocket money to their children.				
Most of the students in my school have all the basic school needs like school uniform, school bag, exercise books, pencils, ruler and pens to aid their studies.				
Parents often take their children to the clinic for treatment whenever they are sick.				
PTA for disciplinary issues				
PTA members make sure their children are always in school.				
PTA members ensure that student avoid lateness to school				
PTA members support teachers to punish student who break rules and regulations.				
Decision making Role				
PTA members often attend PTA meetings and other gatherings to take decision about their children				
PTA for communication				
PTA members often visit the school to ask about the progress of their children.				
Most PTA members know and interact with their wards class teacher.				
Social and Emotional Support				

PTA members are encouraged to desist from taking their wards to farm during school days.				
PTA members are encouraged to talk to their children on the need to learn at home.				
PTA members are encouraged not to stress their children much with domestic chores				
Home Learning Support				
PTA members see to it that, their children do not watch the evenings at the expense of their homework and note				
PTA members are encouraged to make provision for extra classes teacher to assist the children at home				
PTA members are motivated to make home environment favourable for learning				

SECTION C: Factors that inhibit PTA members from performing their role towards the enhancement of the academic performance of students who record lower attainment in Badu.

Instructions: Please indicate by ticking (√) the extent to which you disagree or agree with the statements concerning the “**factors that influence PTA members from performing their roles to enhance the academic performance of students who record lower attainment in your school.**”

Scoring Rubric: Strongly Disagree (SD) = 1; Disagree (D) = 2; Agree (A) = 3 Strongly Agree (SA) =4

ITEM	Scoring Rubric			
	SA	A	D	SD
The income level of parent affects their ability to pay PTA levies				
The income level of parents has limited their ability to provide my educational needs like pocket money, text books and other learning materials.				
The educational level of parent affect them from assisting their children with home work				
The number of children parents have affect them from giving maximum attention to each of them.				
Broken homes affect the extent of PTA support given to students				

SECTION D:**Effects of PTA activities on the academic performance of students who record lower attainment in Badu**

Instructions: Please indicate by ticking (√) the extent to which you disagree or agree with the statements concerning the “Effect of PTA activities on the academic performance of students who record lower attainment in your school”.

Scoring Rubric: Strongly Disagree (SD) = 1; Disagree (D) = 2; Agree (A) = 3 Strongly Agree (SA) =4

ITEM	Scoring Rubric:			
	SA	A	D	SD
The physical/material support students' receive from PTA members helps to improve performance.				
Social and emotional support students' receive from parents always motivated their desire to achieve academically.				
The interpersonal communication that exist between parents and teachers goes a long way improve student performance.				
Home learning improves student performance.				
Strict parental disciplinary measures keep students punctual and regular in school.				

APPENDIX D

PARENTS FOCUSED GROUP INTERVIEW GUIDE

1. How are you able to perform the following roles towards the enhancement of the academic performance of your child?
 - a. Financial obligation.
 - b. Ensuring Discipline
 - c. Interpersonal communication between parents and teachers
 - d. Physical and Material Support
 - e. Decision making Role
 - f. Social and Emotional Support
 - g. Home Learning Support
2. How do the factors below limit you from performing your roles to enhance the academic performance of your child?
 - a. Income levels
 - b. parent's level of education
 - c. Family size
 - d. Family structure
3. How does your involvement as a PTA member affect the academic performance of your child?
 - a. Physical/material supports
 - b. Social and emotional support
 - c. Interpersonal communication
 - d. Home learning and Parental disciplinary

APPENDIX E



LETTER OF INTRODUCTION

**DEPARTMENT OF SPECIAL EDUCATION
UNIVERSITY OF EDUCATION, WINNEBA
(UEW)
OFFICE OF THE HEAD OF DEPARTMENT**

December 15, 2016

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Dear Sir/Madam,

LETTER OF INTRODUCTION

I write to introduce to you, Mr. Abraham Sarpong Owusu an MPhil student of the Department of Special Education of the University of Education, Winneba.

He is currently working on his thesis on the topic: *“The roles of Parent-Teacher Association towards the enhancement of the academic performance of students who record lower attainment in Badu -Tain District, Ghana”*.

I should be grateful if you could give him the needed assistance to enable him administer his questionnaire and interviews from your school. This is part of the requirements to complete his programme.

Counting on your cooperation.

Thank you.

Yours faithfully,

A handwritten signature in blue ink, appearing to read 'Yaw Nyadu Offei'.

YAW NYADU OFFEI (PHD)
AG. HEAD OF DEPARTMENT