

UNIVERSITY OF EDUCATION, WINNEBA

**IMPACT OF PARENTAL SUPPORT ON PRE-SCHOOL PUPILS'
LEARNING OUTCOMES IN THE KASENA NANKANA MUNICIPALITY**

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requirement for the award of the degree of
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DECLARATION

STUDENT'S DECLARATION

I, **Pamela Adamwaba Buntugu**, hereby declare that this dissertation, with the exception of quotation 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 in this university or elsewhere.

Signature:

Date:

SUPERVISOR'S DECLARATION

I hereby declare that, the preparation and supervision of this research work was done in accordance with guidance for the supervision of research work as laid down by the School of Graduate Studies, University of Education, Winneba.

Prof. Hinneh Kusi (Supervisor)

Signature:

Date:

DEDICATION

To my family and friends for their moral and financial support.



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I am grateful to the Almighty God for his unconditional, love, grace, wisdom, guidance, and protection over my life. It is for his grace that I have gone this far.

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ABSTRACT

The purpose of this study was to examine parental support and its perceived impact on pre-school pupils learning in the Kasena Nankana Municipality. The study adopted the descriptive survey as the research design for the study. The total population of pupils was made up of 4,792 participants. The sample for the study was 341. Pupils were randomly sampled from the selected schools in order to reach their respective parents. The instrument used for data collection was a set of questionnaires with reliability co-efficient of 0.96, 0.94 and 0.84, using Cronbach Alpha formula. Frequency distribution tables, and percentages were used analyse the data gathered from the field. Findings from the study revealed that: Importance of parental support to the educational development of the pre-school pupils includes: Enabling the pupils/students to learn seriously, allowing the pupils/students to attend school regularly; students performing well academically; helps in monitoring both teachers and pupils; promoting good morals and social behaviour; making pupils to attend good schools of their preference; solving pupils school related problems; setting high objectives for their future concerns; meeting their psychological needs (of love, economic and security); encouraging irregular pupils to be regular and giving pupils students quality time and personal attention. The findings further revealed that, paying children's welfare (pocket money, transportation to school, canteen); paying of official and approved levies by the Ghana Education Service and PTA dues; ensuring that pupils go to school regularly; feeding pupils before they go to school; providing good hygiene; and giving pupils psychological needs; were the major contributions of parents. It was, however, found that parents do not provide enough motivation for their children to learn even though they ensure they go to school regularly. They do not help them do homework; they do not visit their schools to assess their progress and they do not purchase text books and other materials. The major challenges parents face was financial constraints and large family size. It is recommended that parents should support their children in diverse ways and not restrict their support to only financial commitments and demands.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Early childhood education is one of the best investments any country can make in its future workforce (Reckhow, 2013). Thus, enhancing the quality of young children's lives is a national and international priority. There has been an increased international attention to Early Childhood Care and Education (ECCE) and progress has been made in enhancing the quality and access to early childhood care and education worldwide (Belsky, Burchinal, McCartney, Vandell, Clarke-Stewart & Owen, 2007; Helburn, Culkin, Morris, Mocan, Howes, Phillippsen, Bryant, Clifford, Cryer, Peisner-Feinberg, Burchinal, Kagan & Rustici, 2015).

According to Aswani (2011) education and training are the most important investments in human capital. It is in view of this fact that the government of Kenya, in partnership with Non-governmental Organizations and the private sector, has been preoccupied with improving educational standards in the country. Free primary education, school feeding programme, expansion of educational facilities and staffing have been some of the efforts by government. All these efforts have been done in order to improve learning conditions within the school environment. While there has been tremendous success regarding access to education, concerns have been raised concerning quality which contributes to academic success of learners.

Many factors affect academic performance of learners which manifests itself in examination results. Some of these factors are either related to the school or home (Muola 2010; Ndirangu, 2007). While there is a good deal of research on what happens inside schools, little attention is paid to what happens within homes and

families to guarantee success or interrupt educational initiatives. Parents provide hidden labour that supplements and compliments that of the school's staff. While parental involvement has preoccupied research undertakings in the developed world, it is only beginning to be a focus of attention for research in Africa and Kenya. Worse still, research has been lacking on parental involvement in preschool children's educational matter. Parents can be involved in their children's academic activities by discussing school events and activities with their children, helping their children with class or program selection, knowing the parents of their child's friends, volunteering at school, attending school meetings, and checking their children's homework (Jeynes 2005). Levels of parental involvement in education vary from one parent to the other and the impact of this on academic performance needs to be studied. Generally poor academic performance in Emgwen Division is alarming. The foundation for academic success in later years of schooling depends on academic grounding at the preschool level. Given their tender age, preschool children require more of parental involvement than pupils in upper levels of schooling.

Numerous studies have been done to confirm the assumption that students do better when their parents are involved in their education (State of Iowa Department of Education, 1998). Bowen (2019), stated according to a review of 66 studies of how students succeed in school when parents become involved in children's education at school and in the community, the results include one or more of the following: higher grades and test scores, better attendance and regularly completed assignments, fewer placements in special education and remedial classes, more positive attitudes and behaviour in school, higher graduation rates, and greater enrolment in secondary education p, 15"

According to Gould (2009) the research all shows, they say, that children do better in school when their parents are involved. Henderson, (1999) found that parents are involved in school in four ways. The first two are widely accepted: parents serve as teachers of their children at home and also serve as volunteers and supporters at school. The next two include parents becoming advocates for their children and decision-makers in school in such areas as school policy, hiring, and budget. It is easy to understand that not all administration and faculty would be comfortable with these last two (Hickman, 1999). These research findings provide seven types of parental support: (a) parent as communicator, (b) parent as supporter of activities, (c) parent as learner, (d) parent as advocate, (e) parent as decision maker, (f) parent as volunteer/professional, and (g) parent as home activities teacher. One may ask if this is being involved with our children or being involved with our children's school.

Other factors need to be considered in the equation, such as ethnicity, socioeconomic, or marital status of parents. One theory suggests that parental support may not be as effective in increasing school achievement for children from families of lower socioeconomic status as for children from middle-class homes. We need to consider a multitude of risk factors that might influence the lives of children in poverty; including health, safety, and housing (Desimone, 1999). Gest, Hartigan, Lord, Wildavsky, and Marcus, (2000) add domestic strife and drugs to the list. The role of parent-school involvement in explaining academic outcomes for children of lower socioeconomic status may be significantly less than for their peers who do not have as many negative environmental influences.

Zellman and Waterman (1998) found important contributions of parent enthusiasm and positive parenting style to child outcomes. This suggests that how parents interact

with their children is more important in predicting academic outcomes than the extent to which they are involved at school. Parenting style is not enmeshed in a social context defined by poverty, wealth, or ethnicity. Parenting style may be both teachable and changeable, a most encouraging fact for parents who want to help their children and for those who want to help parents help their children.

There are countless obstacles on the road to success and the roads out of the lower and middle class seem to have greater obstacles than the roads for the children of the privileged. If students and their parents understand the advantages offered by something as simple as parental support some may choose to become more involved and therefore help their children be more successful. This fact is one of the major reasons for the great emphasis on parental support that is flooding our schools. The National Education Goals panel has defined one of the eight goals to be achieved by the year 2000 as: "Every school will promote partnerships that will increase parental support and participation in promoting the social, emotional, and academic growth of children" (The Goals 2000). There is a veritable plethora of projects to increase parental support in our schools. The question is, are they producing the results that they were intended to produce? Perhaps we need to take a look at the results of some research on the topic before we adopt another new program or implement another plan. One of the considerations might be to offer parenting classes to parents of teenagers to help them learn and develop parenting styles that would encourage success.

Without research to "prove" the effect of parental support on student success, many parents may feel it is too late to become involved when their child is already in high school. Hopefully, it is never too late to become involved in our children's lives.

When we consider how complicated our children's lives have become as they travel through their teen years, we owe them, as responsible parents and educators, our involvement in their lives.

1.2 Statement of the Problem

There are many factors causing poor learning outcomes in pupils; such as lack of facilities in school, lack of teachers, indiscipline, unfavourable home environment, low intelligence, anxiety, pupils' need to achieve (Maundu, 2008; Ndirangu, 2007). While these factors have been identified as possible factors that contribute to the variations in academic performance not much has been done in Ghana to show the role played by the pupils' home environment on learners' learning outcome. Parental support in their children's academic affairs has been shown to contribute to better academic scores. Preschool level is important in grounding learners in educational matters which affect their later years of schooling. This study will investigate the level of parental support in school affairs of their preschool pupils and its impact on their learning outcome. The results of this study may shed light on effect of parental support in general performance in education in the area under study.

1.3 Purpose of the Study

The principal concern of this research was to investigate the parental support and its perceived impact on pre-school pupils learning in the Kasena Nankana Municipality.

1.4 Objectives of the Study

The study sought to;

1. examine parents' perception on the importance of their support in their children's education at the Kasena Nankana Municipality?

2. find out how parents in the study area are involved in their children's education at the early childhood level?
3. identify the barriers to parental support in pre-school education in the Kasena Nankana Municipality?

1.5 Research Questions

The research questions addressed in this study are as follows:

1. How do parents perceive the importance of their support in their children's education at the Kasena Nankana Municipality?
2. In what ways are parents in the study area involved in their children's education at the early childhood level?
3. What are the barriers to parental support in pre-school education in the Kasena Nankana Municipality?

1.6 Significance of the Study

The findings of the research mainly add to literature the kind of contribution parents make and challenges they face. It would help the Ghana Education Service, teachers and curriculum planners to draw up good, lasting and suitable educational policies; it would also aid educational administrators to appreciate parental contribution and to institute strategies to improve the participation of parents and also help them to put more efforts in areas where their support seems minimal and lacking; it would additionally enable Non-Governmental Organizations, international Donors, and other foundations to assist parents contribute greatly towards children's educational development. Most NGO's and donor agencies such as world vision, Netherlands development organization, JICA, are now directing a large portion of funds to community development including school support. This study would give them a fair

view of parental perceptions of their role towards contributing to educational development, challenges they face and to come out with an accurate and genuine needs assessment in order to know which specific areas to offer assistance.

Further, it would serve as a wake-up call for parents to be aware of the part they have to play in the mammoth task of the provision of quality education to the child. Parent-teacher associations and school management committees would get to know some of the specific supports parents can make, challenges they face in their participation and to help them to be up to the task. Finally, it would provide evidence for further studies.

1.7 Delimitation of the Study

The scope and boundaries of this research covers the impact of parental support, the contributions they make and the challenges they face of their role towards supporting educational development of preschool pupils. The research will assess parent's contribution in areas such as; paying official fees / levies; paying P.T.A. contributions; paying development levies; building projects such as houses for teachers; parents may also give their time and skills to a range of activities; paying teachers for additional lessons, special duties and general welfare; paying for resources, such as text books, exercise books and utility materials, school uniforms, desks and chairs, library and sports contributions; and paying for the children's welfare, such as transport money, school meals and caution money. The research setting was limited to selected public preschool schools in the Kasena Nankana Municipality.

1.8 Organization of the Study

The study comprises of five chapters. Chapter one consists of the background to the study, statement of the problem, theoretical frameworks, purpose of the study, objectives, research questions, significance, limitation of the study, delimitation of the study, basic assumptions, definitions of key terms and organization of the study. Chapter two comprises of literature review. Chapter three deals with research methodology, covering research design, population sampling procedures, research instruments and their validity and reliability, procedures for data collection and data analysis. Chapter four comprises of findings and discussions which were generated by the study. Chapter five presents summary, conclusions and recommendations.



CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter will provide an overview of the effects of parental support relating to school activities, parent expectations, and parenting style. Reasons for lack of parental support and programs and ideas to get parents involved will be explored. According to Johnston (1998) there is one irrefutable truth in education; parental support in the schools promotes student success and achievement. Most school reform efforts advocate parental support. The United States Department of Education has mandated, "By the year 2000 all schools will increase parental support and participate in promoting the social, emotional, and academic growth of children" (The Goals 2000). There is no longer an option of whether we will include parents in the education of their children, it is required. The goal now is to inform parents and educators of the numerous advantages of parental support. Hickman, Greenwood and Miller (1995) found that parent attendance at high school activities had a positive correlation with school attendance and by printing that fact in the school newsletter increased parent attendance at school events.

2.2 Theoretical Framework

This study made use of Epstein (2002) comprehensive School Perform Model (CSR) and Lev Vygosky (1978) in the theory of human learning. Epstein's framework model explains types of parental involvement as follows: Parenting which helps all families establish home environments to support children, communicating from home to school about children performance, volunteering to be a member of the Parent Teacher Association, learning at home by providing information on how to help

children at home and collaborating with the community by identifying and integrating resources to strengthen school programmes.

The Human Learning Theory of learning explains that parents and teachers play the same role with regard to children's learning. Parents are supposed to assist children in particular tasks. Children can operate at one level on their own described as their level of actual development or zonal proximal as stated in the human learning theory by Vygotsky (1978). But they can perform at a high level when supported by their parents and teachers. This is called Scaffolding by Lev Vygotsky in the human learning theory.

2.3 A Brief History of Parental Support

Since early times, parents have been the most important educators of their children. Children received their first education in the home until 1580 B.C. when in Egypt the first formal education outside the home was started. The root of the current emphasis on parental support, however, can be seen in the works of Rousseau (1712-1778) and Pestalozzi (1747-1827), Rousseau emphasized education and the importance of mothers being involved in the education of their children. Pestalozzi viewed a mother as the child's first educator His thoughts were that the mother is the first to nourish her child's body; so she should also be the first to nourish his or her mind (Pestalozzi, 1951).

In the United States, the kindergarten movement began in the 1880s with its emphasis on involving parents in their children's education. As a result, in the late 1880s national parent educational organizations were established, and by the 1920s and 1930s there were more than 75 such organizations. Gestwicki (1992) reported that during the 1930s parent cooperative nursery schools began and continue today

involving middle-class parents with opportunities to participate in the life of the schools. These efforts may include helping to define school philosophy and practices to aiding in the care and maintenance of facilities.

Bloom (1992) described the expanding role home-school communications played in the 1940s. There was communication between parents and teachers and between parents and administrators, but there was also a distinct separation between home and school. Parents were considered experts at bringing up their children, and schools were considered experts at educating children with both parties confident that the others would uphold its end of the bargain. However, in the 1950s school systems consolidated, and children began to travel long distances from homes to schools. School administrators played strong leadership roles, and parents' power was reduced as parents became less involved with their children's schools (Berger, 1991).

Bloom (1992) also discussed that in the 1960s parents actively sought more individual identities for themselves and their children. This resulted in a decrease in the distance between home and school. Parents interested in the relevancy of the curriculum looked more critically at what was being taught in the schools. During this time, Lopez (1992) described two innovative efforts initiated to interrupt the cycle of poverty and provide inter-generational education in parenting and literacy. These two programs, Head Start and the University of Oregon Follow Through Program, empowered parents through training and communication to become involved in the education of their children.

Parental support efforts during the 1970s were described individually by Bloom (1992) and Lopez (1992). Parental support in public schools became institutionalized as many federal and state-funded programs, such as Head Start, the Original Follow

Through Program, and Title 1 mandated parental support. During this decade, educators began to see the need for help and support from parents as reflected in the growth of the Parent-Teacher Associations (PTA) and Parent-Teacher Organizations (PTO). The PTAs / PTOs gained a strong voice in public school hierarchies as parents became more actively involved in all areas of educational policy and practice.

Bloom (1992) and Lopez (1992) also illustrated how parental support in schools changed in the 1980s. During this decade, parents became polarized. Many parents who kept their children in public schools were actively involved and instrumental in supporting innovations such as parental choice, site-based management, and school reform. Others reacted by pulling their children out of public schools and putting them into private, parochial, or more homogeneous suburban systems. Furthermore, this decade is marked by an increasing lack of parent-teacher partnership due to dramatic changes in family structures. The number of working mothers, single-parents, and step-families increased drastically. Schools had an additional challenge of working with parents who were least likely to be able to get involved with their children's school the working poor, the non-English-speaking, those on welfare, and homeless families. During this time decentralization and an increase in site-based management made it possible for some groups of parents to become very involved at local levels, while other groups of parents were not encouraged or invited to participate in schools.

Finally, Bloom (1992) and Lopez (1992) in separate chapters described the current state of parental support in schools. The schools of the 1990s, they believed, are attempting to create climates of support and respect for parents. Although largely unfocused and at a grass-roots level, parental support in the current decade has seen an increase in schools on all levels Comprehensive parental support policies with

nationwide and state networking capabilities are evolving. Parents, continuing to be frustrated with public education, are forming ad hoc parent groups devoted to instigating specific changes or promoting specific issues, PTAs and PTOs are continuing to grow to number and strength as parents are feeling an increased sense of urgency to become involved in their local schools.

2.4 Types of Parental Support

There are various types of parental support in their children's education (Gestwicki, 1992) Gestwicki asserted that parental support varies by school and program, simply because the term "parental support" means different things to different people. The models of parental support range from a low to a high level of participation. Schools with low levels of parental support allow parents to take part in activities that do not challenge the expertise of teachers or the decision-making power of school administrators. These activities may include newsletters, parent meetings, and individual parent conferences. These activities keep parents at a distance while learning second hand about their children's lives at school. In contrast, schools with high levels of parental support provide opportunities for parents to directly participate in their child's education through school visits, classroom observations, or volunteer activities such as serving on school decision-making communities. In these schools parents are regarded as partners and are given the power to make decisions concerning the education of their children. Epstein (1987a) categorized two major types of parental support in their children's education (1) parental support in school, and (2) parental support in their children's teaming activities at home. Both of these major types are examined below under separate headings.

Baker and Stevenson (1986) have noted that defining parenting and parental involvement is very problematic. However, Epstein (2001) notes of six levels of family (parent) involvement namely: Parenting (nurturing children, giving them guidance, and providing motivation and discipline); communication (talking regularly with school staff about programs, children's progress, and other school affairs); volunteering (helping with school work and classroom activities); learning at home (assisting student learning through help with homework and other curriculum-related activities); decision-making (participating in school decision making, becoming a parent leader or representative); collaborating with community (identifying and integrating family and community resources to strengthen school programs and children learning as according to Mwoma (2008).

Grolnick and Slomaezek (1994) have attempted to conceptualize parental involvement based on how parent-child interactions affect children's schooling and motivation. Behavioural involvement refers to parents' public actions representing their interest in their child's education, such as attending an open house or volunteering at the school. Personal involvement includes parent-child interactions that communicate positive attitudes about school and the importance of education to the child. Cognitive/intellectual involvement refers to behaviours that promote children's skill development and knowledge, such as reading books and going to museums. Parental involvement, according Abraham Maslow's theory of motivation, affects children achievement because these interactions affect children's motivation, their sense of competence, and the belief that they have control over their success in school.

2.4.1 Parental Support in the School

Parental support in school refers to parents who come to school as part of an audience or as visitors to encourage and to support school events, or as volunteers who can be classified as tutors or mentors to students, and as helpers who assist teachers in classroom and school activities. A newer and growing form of parental support in school also refers to parents' participation in governance and advocacy to assist school administrators (Epstein, 1988).

Parents as part of an audience or visitors contribute a great deal to the school by responding to invitations to watch children's performances in musical events, dramatic productions, sport activities, science projects, curriculum fairs and so on. Such activities provide parents with an opportunity to see their children's academic as well as co-curricular projects on display. Parental presence as an audience at graduation and award ceremonies not only affirms the children's self-worth and helps children to become more intrinsically motivated and thus encourages children to do better. This presence also provides recognition for the educators who work in preparing children for these great moments.

Parents as volunteers (helpers, tutors, mentors) assist in classrooms as well as in other areas of school activities. In classrooms, parents provide help to teachers, check homework, and other assignments. As tutors, parents listen to children reading aloud individually as well as in small groups or other such activities. As tutors, parents provide remedial tutoring to the children in need, help children to select appropriate literature in the library, or assist in computer-based instruction, and so forth. Parents as mentors collaborate with teachers as problem solvers. Parents as volunteers take part in field trips, sports programs, fund-raising, and so forth. Thus, parents as

helpers, tutors, and mentors in school can be very effective in supporting children's learning at school (Gestwicki, 1992).

Parental support in school governance (administration) refers to parents' participation in policy and decision making. It also refers to parents who serve as monitors of changes instituted for school improvement (Epstein, 1988). Parents in governance participate as voting members of school councils, steering committees, advisory councils and other committees or groups at the local level. When parents are involved in governance of the school of their children, they provide input to policies that affect their children's education. Through parents' participation in governance, school faculty and administration become aware of parent perspectives of school policy development. When parents serve as members of a governing body of the school, they not only feel supportive of their children's learning environment, but also that their children's rights are protected (Fuller & Olsen, 1998).

Parental support in advocacy involves parents, individually or as a group, in participatory roles in such groups as (PTA) or (PTO), and other committees or groups at school, district, state, and national levels. Parents' involvement in advocacy includes connections with educational agencies, such as the National Parent Teacher Association (NPTA), the National Parenting Association (NPA), businesses, and other groups as well that share responsibility for their children's education and future successes. For instance, parents may become linked to political groups and elected representatives who design and approve educational programs, funding appropriations, and budgets. Parents in advocacy not only advocate within the school but they can also be very powerful advocates for the initiation of new policies and programs within and outside of the school to improve education. Thus, parental

support in the school is one of the most important factors for the educational improvement of their children.

2.4.2 Parental Support at Home

Most parent groups and educational authorities agree that children's learning is supported when parents fulfil their basic obligations as parents. The parents' obligations include providing for their children's health and safety as well as developing parenting skills and child-rearing practices that prepare children for school, maintain healthy child development across the grades, and build positive home conditions that support school learning and behaviour throughout the school years. For instance, parents make sure their children get sufficient rest, are fed an ample and nutritious diet, get to school regularly and on time, are dressed appropriately for the weather, have clean clothes to wear, and have a quiet and a well-lit place to study at home. Walberg (1984) noted that the home environment has such a strong effect on learning because 87% of a student's waking time is normally controlled by the parents" (p. 397). This "at-home" time can strongly influence school productivity and, if academically stimulating conditions are maintained, will dramatically increase the student's total learning time.

Walberg's (1984) research shows that increasing parental supervision of homework and reducing children's viewing of television strongly affected academic achievement. Walberg further argued that children whose parents had rules concerning television viewing achieved at higher levels in math and reading. Walberg insisted that homework develops self-discipline, enriches the experiences of the school day, provides opportunities for independent study, helps draw the home and school closer together, and maintains students' interest in learning

A survey by Epstein (1982) found that fifth-grade students who had greater parental support in homework reported more positive attitudes towards school. These students also reported more regular homework habits, more similarity between the school and their family values, more familiarity between the teacher and their parents, and more homework assigned as well as completed on weekends. Learning activities that involved parents in their children's education at home includes listening to their children read, encouraging homework and participating in homework or other learning activities, especially with elementary school children.

2.5 Parental Role of Involvement and Children's Academic Performance

Bake and Scher (2002) argued that it is the duty of parents to have critical role towards their children's academic performance. Grolnick and Slomaezek (1994) expected that parent involvement had a large role on children's academic performance. Mwoma (2008) proposed that it is the role of the parent to ensure there is parent - child interaction. Parents should organize occurrence of cognitive tasks for children for example, making a puzzle and monitoring level of difficulty that hinders academic performance. Academic socialization is influenced by the development of parents' attitude and beliefs that are helpful dealing with instruction in school. Parent's attitudes, expectancies and academic performance have causal influence on children development of attitude and behaviours (Ames & Archer 1987). It is the role of parents to appraise children perception and hence influence their academic performance.

Fan and Chen (2001) state that parents have to develop a positive sense of efficiency for helping their children succeed in academic performance. It is the parent role to influence children's developmental and educational outcomes through modelling,

reinforcement and instruction. Parental role of involvement influence children's academic performance (Epstein, 2001). Hoover (1992) argues that parental sense of efficacy is important as a parent believes that he or she has the necessary skill or knowledge for assisting his child with school related matters. Bandura (1989) argue that children are able to perceive self-efficacy through parental role as their mental ability will be stable which influences performance.

Bandura (1989) suggests that self-efficacy is drawn from direct experience, vicarious experiences, verbal persuasion and emotional arousal which contribute to the child's development of a sense of efficacy for doing well in school and hence influence academic performance. Lockheed (2011) identified the impact of parental role of involvement on children's academic performance as parents who assisted their children on their assignment posted an encouragement in their children and hence improvement in academic performance. It is the role of parents to developed parental role conceptions that include active involvement or positive sense of efficacy for helping children in their academic performance.

It is the parents' role to construct a sense of efficacy for helping children succeed in school. This can be done through offering opportunities for involvement by selecting school related activities and helping children with homework.

2.6 Parental Initiative of Involvement on Pre-School Children Academic Performance

Bernett-Gates, Hodapp and Henrich (2002) suggest it is the role of parents to be initiators to their children. They are supposed to develop physically, cognitively and emotionally. Stevenson (1986) found out that there was improvement in children whose parents monitor closely their children's school progress and initiated contact

with the school in response to their academic difficulties. Mwoma (2008) identified that regardless of ethnically and social class high performance in children's academic performance was associated by intense educational initiative of socialization including close supervision of school progress and home work by parents.

Epstein (1988) assesses parental time of involvement on pre-school children's academic performance, the more time parents worked with their children on their homework, the more influence it had on their children academic performance. Parents who motivated their children many times and made follow up activities in school work performed better.

UNICEF (2009) explain that millions of children in sub-Saharan Africa and elsewhere in the developing world are now going to school but leaving without basic knowledge and skills they need. Parents who express their high esteem for education and to support their children's in academic areas do initiate a positive perspective in their children which has been associated with acquired traits from home.

2.7 Time of Parental Involvement on Children Academic Performance

Goldring and Shapira (2013) targeted a particular aspect of parental involvement and focused on the number of times parents participated in particular events. These involve volunteering to attend parents meeting, how often parents communicated to their children about school and how often parents engage in activities concerning school. This improves the children academic performance.

Kipkoech (2011) reported in the Standard Newspaper that a large number of children who are having difficulties in their academic progress are not receiving adequate help at home. It appears that fathers are not willing or are unavailable to devote much time to their children's academic performance. It is the duty of parents to spare much of

their time to shoulder more responsibility towards their children's academic performance, even if it just means to supervise home work.

Muola (2010) summarized the activities that parents need to spare their children from home related activities that encourage children's academic performance. These activities include: Parents working with children on their home works, Parents talking to children about school - related topics and parents sparing time to take their children on field trips (Epstein, 1998). A comprehensive model assesses parental time of involvement on pre-school children's academic performance, the more time parents worked with their children on their homework, the more influence it had on their children academic performance. Parents who motivated their children many times and made follow up activities in school work performed better.

2.8 The Importance of Parental Support in Children's Learning

Everyone seems to agree that parental support in their children's education is a wonderful idea, simply because the challenges which school children face cannot be solved by either the school alone or the family alone. As Henderson (1987) stated, "parental support is neither a quick fix nor a luxury; it is absolutely fundamental to a healthy system of public education" (p 153). In fact, research has found that the fastest way to improve a student's academic performance is to increase the amount and improve the quality of parental support (Fuller & Olsen, 1998).

Kim, Fruth, and Bowles (2016) found that a child's prospects for future academic success were enhanced by parental support in the educational process. They said that parental support is the critical factor in the aspirations and achievement of high school students. Marquand (1987) reported that parental support in school issues establishes a powerful climate for student learning in school as well as in the home. The National

Education Goals Panel has defined one of the eight goals to be achieved by the year 2000 as "every school will promote partnerships that will increase parental support and participation in promoting the social, emotional, and academic growth of children"(U.S. Department of Education, 2004, p. 26). According to a meta-analysis including 66 studies of student success (Henderson, 1987), when parents become involved in their children's education at school, one or more of the following results were included: Higher grades and better test scores, better attendance and regularly completed homework, reduced placements in special education or remedial classes, higher graduation rates, and more positive attitudes surrounding student behaviour at school.

Research has consistently documented the effects of parental support on their children's achievement. In 1981, the National Committee for Citizens in Education (NCCE) published *The Evidence Grows* (Henderson, 1987), which described 35 studies on parental support. The findings of all the studies in this meta-analysis supported the fact that parental support in almost any form appears to provide gains in student achievement. In 1988, the NCCE published *The Evidence Continues to Grow: Parental support Improves Student Achievement* (Henderson, 1987) with 18 new studies that strongly suggest that involving parents can make a critical difference (Henderson, 1987). Becher (2004) did an extensive review of the literature on parental support in education. She examined how parental support affects children and found that there are several key family behaviours that clearly relate to student achievement. According to Becher (2004), regardless of socioeconomic status, children reach high achievement scores with the support of high expectations from parents who interact frequently with their children. These parents also communicate with a broader

vocabulary, provide problem- solving strategies, and reinforce what their children learn in school.

Clark (2001) conducted an intensive case study of 10 families living in public housing projects in Chicago. Five had a senior high school student who was doing well academically (top 20% of his or her class), and five had a senior high school student in the bottom 20% of his or her class. Clark visited with each family for at least two entire days and observed its structure and interrelationships. In the high achievers' homes, Clark found strong parent encouragement of academic pursuits, clear and consistent limits for children, warm and nurturing parent-child interactions, and consistent monitoring of time use. These parents also seemed to hold common attitudes toward education that showed great concern for the school's success and a belief that only with parental input would schools provide sound education.

Dombusch's (1986) study was concerned with family behaviours that can make a difference in student grades no matter what the income or educational level of the parents. The degree of parent participation in school functions, such as parent conferences, open houses, school nights, and so forth, are strongly linked to students' grades regardless of the parent's own educational attainment. Another important family behaviour is the reaction of parents to good or poor grades. For instance, ignoring bad grades or overreacting in anger towards low grades is ineffective to improve the grades, while the use of extrinsic rewards seem to be the most effective response for better achievement. Majoribanks (1976) also showed that parental verbal encouragement and interactions regarding learning activities at home have a positive influence on achievement. Parents who praise, encourage, and offer help aid their children in attaining better grades.

Bempechant (1990) found that it is not simply the amount of time parents spend interacting in schools, but it is the parents' actions in the home and the psychological process of creating positive expectations that are likely to matter in their child's school performance. This study also found that those schools whose students perform well academically are likely to have active parent organizations, numerous volunteer opportunities, and a high frequency of positive interactions between parents and teachers.

Bempechant (1990) noted that accumulated evidence supports the importance of parental support in children's education. Some parents have the skills to foster academic achievement. Most importantly, research shows that when teachers and educational administrators are strongly committed to involving parents in their children's education, academic outcomes for children can be very positive.

Parental support is not a new concept but has evolved, in Ghana, from parents being concerned about their son's education and their daughter's dowry to a genuine concern for the education of both sons and daughters. It is only in the past few decades that studies, such as the Perry Preschool Project that began in 1960 by Schweinhart and Weikart, (2007) have been done to assess the effects of parental support on children's educational and personal success. This project followed 123 children who attended high quality early childhood programs for two-and-a half hours five days a week and whose parents were visited in their homes by teachers for ninety minutes every week. The children were followed from preschool through their twenty- seventh birthday. They did very well both academically and socially. They received less remedial education, graduated from high school and went on to jobs and higher education at twice the rate of children without the preschool experience. Additionally, they had

fewer teen pregnancies, fewer arrests, and less welfare dependency. As adults they were more likely to be married, own a home, and hold a stable job.

Velez and Jones (2017) research concluded parent/child interaction lays a firm foundation for academic achievement. The stronger the relationships, especially as they relate to educational issues, the higher the academic achievement. The research is now beyond dispute. When schools and families work together to support learning, children tend to succeed not only in school, but throughout life (The Goals 2000). Johnston (1998) attributes student's achievement, school adjustment, and good behaviour to parent/family involvement in the educational process. The Metropolitan Omaha Educational Consortium [MOEC] (1999) cited the comprehensive survey of research done as a series of publications by The Goals (2000). Velez and Jones (2017) cited more than 85 studies, which documented the profound and comprehensive benefits for students, families, and schools, when parents and family members became participants in the education and lives of their children. There are hundreds of studies that conclude with the same basic results, children are more successful when parents take an active role in their lives. Dr. Joyce Epstein, PhD., director of the Centre on School, Family, and Community Partnerships at Johns Hopkins University, is one of the leading experts in the field of parental support. She and Sanders stated, "More will be accomplished if schools, families, and communities work together to promote successful students" (Epstein & Sanders, 2000, p. 1).

Student success is most commonly associated with grade point average (GPA) and test scores. According to The Goals (2000), research can now document the following benefits for students: higher grades and test scores, better attendance and more homework done, fewer placements in special education, more positive attitudes and

behaviour, higher graduation rates, and greater enrolment in post-secondary education. Johnston (1998) stated students whose families were involved in school tended to express higher aspirations for their educations and careers. These students were more likely to set career goals in scientific, technical, and professional areas. As high school students they were more likely to enrol in advanced courses. They had a stronger commitment to life-long education than students whose parents were not involved. Crime, alcohol use, drug use, and other anti-social behaviours decreased among adolescents as the amount of parental support in schooling increased. There was a general avoidance of high-risk behaviours. Students with involved parents were nearly three times more likely than students whose parents were uninvolved to be engaged in school-sponsored activities such as the arts, academics, service clubs, and athletics. Students who felt connected to the school, typically, exhibited higher achievement, better social skills, and higher levels of self-esteem.

Johnston (1998) continued his discussion of the outcomes of parental support with the following information: Students whose parents were uninvolved were twice as likely as those with involved parents to be in the bottom half of their class or repeat a grade. Johnston states, "There is some indication that the degree of parental support is more significant in the school success of students than virtually any other variable, including race, social class, or native language."(p. 193).

The Goals (2000) listed benefits for parents which include: more confidence in the school, teachers have higher opinions of parents and higher expectations of their children, greater confidence in themselves as parents and in their ability to help their children learn at home, and greater likelihood that the parents will enrol in continuing education to advance their own schooling.

It is important to realize the benefits involving parenting are not confined to early childhood; there are significant gains at all ages and grade levels. Junior and senior high school students whose parents remained involved made better transitions, maintained the quality of their work, and developed realistic plans for their future. The most accurate predictor of a student's achievement in school is not income or social status, but the extent to which that student's family is able to: create a home environment that encourages learning; communicate high, yet reasonable, expectations for the child's achievement and future careers; and become involved in the community (MOEC, 1999, The Goals, 2000). Deslandes, Royer, Turcotte, and Bertrand (2007), concluded three factors that contributed to school achievement were parental acceptance, supervision, and psychological autonomy granting. Dauber and Epstein (1991) Deslandes et al., (2007), found home environment influences academic achievement and thus prevented high school dropout.

It is important to realize not every style of parenting will bring about the same results of student achievement. Gestwicki (1996) emphasized the fact that research shows the early years are of utmost importance in setting learning patterns for children and families. The importance of parenting cannot be overemphasized.

Attachment, the strong, mutual bond between parent and child that forms during the first two years of life, is correlated with virtually every aspect of development: physical thriving; the exploration, curiosity, and problem solving that are foundations for cognitive skills; the appearance of language and communication skills; emotional security and social comfort.... Studies confirm the assumption that specific factors in the parent's style (particularly mothers) have important and lasting impact on

children's learning style, cognitive growth, and educational achievements. (Gestwicki, 1996, p. 90).

Parental expectations are related to school performance. Educational expectations are positively and significantly related to grades in English, math, and science. There is also a strong correlation between parents who enforce rules at home and their children's grades at school (Velez & Jones, 2017). In their study, Velez and Jones (2017) interviewed Latino parents and found they have a high level of interaction and engagement with their children. Every family reported activities they did together, such as, going to church, playing soccer, and going out for dinner. Parents talked with their children about events and issues in their lives, discussed education, and expectations. All reported some type of supervision and monitoring of homework. Many described rules and consequences for getting homework done, including where the students worked, the time allotted, and rewards for completion. All parents in the sample expressed high aspirations related to their children's education.

Parents in this study who reported having academically successful students showed an intrusive style of parenting. They closely monitored not only homework, but also other aspects of their children's lives. This monitoring behaviour included knowing what children did during their leisure time and who their friends were, as well as enforcing strict curfews. Communication between parent and child was frequent, with parents reporting a high degree of trust and camaraderie between themselves and their children. Though this study is heavily flavoured with ethnicity, the findings are likely to ring true for all parents who show the same parenting style. As Zellman and Waterman (1998) stated in their study of white, African American, and Latino

parents, "ethnic and family structure effects on the individual measures were generally nonsignificant, p. 5".

Zellman and Waterman (1998) found parent enthusiasm contributed significantly to the home-site and school-site involvement of parents. Even more effective than enthusiasm was positive parenting style as a predictor of child outcome. They went on to say that parenting style had a greater effect on student achievement than parent school involvement. This is an important point to remember as we develop parental support programs and projects. Teaching parenting skills will have a greater and longer lasting effect on our children's lives.

2.9 Barriers to Parental Support in Early Childhood Education

In theory, parents and teachers overwhelmingly agree on the importance of parental support or home-school partnership that contributes to student success. However, in practice, the paradox is that an actual resistance to parental support in schools comes from teachers as well as from parents themselves. The benefits of home-school partnership are evident, yet parental support in school programs and activities remains rare (Bums, 2003). In 1932 Waller maintained that parents and teachers are natural enemies. He argued that, despite the urgent need for partnership and the weight of supportive evidence for such a partnership, parents are continually kept at a distance in most schools. Pulitzer prize-winning columnist William Raspberry wrote: "I suspect that the single biggest reason for non-involvement is as simple as this: Parents don't know how important they are to their children's academic success, and they don't know what to do" (Raspberry, 2004, p. A27). One must conclude, therefore, that there are powerful barriers against parental support. In this section the following five major barriers of parental support are explored: (1) changing demographics; (2) school

norms that do not support partnerships, (3) resistance from educators; (4) resistance from parents; and (5) limited resources (time, money, training and leadership) to support parental support

Research has shown repeatedly that parental support is a key factor in students' success. Hickman (1999) even goes so far as to say it is the most important factor in determining a student's success in school and in their future. With so much evidence at hand one must question why parents, especially at the high school level, are not more involved.

In the past in Ghana, every elementary school had a PTA full of enthusiastic parents and field trips were eagerly chaperoned by moms and dads. Teachers were generally satisfied with that amount of parental support. With the exception of booster clubs, PTOs, and open houses, high schools across the country have kept parents at a distance (Fisher 1995). Teachers' fears and concerns are not the only obstacles to parental support. Many parents are encouraged to stay home by their children. Having ones' parents at school is potentially embarrassing, after all, how much independence does one feel with mom or dad at school? How many parents have the time to be at school? Some may not care and the majority trusts the schools to meet the needs of their sons and daughters (Fisher 1995). The Goals (2000) offers the following as barriers to parental support: time, uncertainty about what to do and their own importance, cultural barriers, and lack of a supportive environment. Epstein states that schools and families are more likely to get in touch when the student is having problems at school (Deslandes et al., 2007).

Gender does play a role with parents of females evidencing greater involvement. The socialization of males and females is different in American society with regard to

such issues as independence and feelings of protectiveness on the part of parents. High school parents are evidently more likely to communicate with the school regarding their daughter's problems, getting involved in advocate (perhaps political) types of activities, and work with their daughters at home than they are of their sons (Hickman, 1995, p.130). Another societal factor to consider is the divorce rate, at roughly 50% of all marriages predicted to end in divorce there are more homes with single parents trying to do the job of two, leaving little or no time to do volunteering at the schools. Lastly, parents may not be involved simply because they haven't been asked, by the school or by their child.

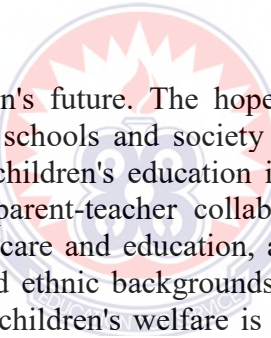
With the volumes of research demonstrating the importance of parental support at all levels of education it is imperative that we find ways to increase the amount of parental support in our schools and in their children's lives in general. Numerous programs have been implemented around the country with varying degrees of success. Just reminding parents of the effects of their involvement may be a simple step in increasing involvement. This could be done through the school newsletter, notes home, parenting classes or parent appreciation night. Increasing parental support in the education of their children is no longer a lofty hope for parents and schools, it is a federal mandate. One of the national education goals states explicitly that, "By the year 2000, all schools will promote partnerships that will increase parental support and participation in promoting the social, emotional and academic growth of children" (The Goals 2000). The question is, how do we achieve this?

2.10 Summary of Literature Review

The literature review supports the thesis that parents are their children's first and most influential teachers. Additionally, what parents do to help their children learn is more

important to academic success than the socioeconomic status of a family. Although teachers as well as parents overwhelmingly agree that parent involvement contributes to student achievement, resistance for partnership comes from both sides. Nevertheless, if school reforms for the twenty first century are to be effective, parental involvement in their children's education must continue.

Henderson (1987) has summarized research on parental involvement and found that the more comprehensive and long-lasting the parental involvement, the greater its influence is likely to be, not just on student achievement but on the quality of schools as well. The major message of parental involvement, therefore, is that parents are important for children's learning, development, and school success. Berger (1991) wrote:



Children are a nation's future. The hope of that future lies in the acknowledgment by schools and society alike that parents must be involved with their children's education if our nation is to continue flourishing. Strong parent-teacher collaboration will be needed to ensure continuity in care and education, and support for children of all income levels and ethnic backgrounds. A concerted effort by all those involved with children's welfare is essential if we are to meet the needs of the coming generation successfully (p. 217).

Likewise, research conducted over the last two decades suggests that students at all grade levels do better academic work and have more positive school attitudes, higher aspirations, and other positive behaviours if they have parents who are aware, knowledgeable, encouraging, and involved (Epstein, 1992). It has been observed that regardless of the diversity of culture, background, language, socioeconomic and family status the more involved parents are, the greater their children's educational achievement.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter discusses the research method and technique used in the dissertation. It covers the research design, population, sample and sampling technique, research instrument, data collection procedure, data analysis procedure and ethical consideration.

3.2 Research Paradigm

The study is hinged on positivism paradigm. Positivism provides a framework to explain reality as a criteria-given entity which can be understood objectively (Kroeze, 2012). Positivists believe in the possibility to observe and describe reality from an objective viewpoint. According to Mack (2010), the characteristics of a positivist paradigm include an emphasis on the scientific methods, statistical analysis and generalisability of findings. According to a positivist epistemology, science is seen as a way to get at the truth, to understand the world well enough so that it might be predicted and controlled (Krauss, 2005).

The positivists believe in empiricism, the idea that observation and measurement are at the core of a scientific endeavour (Krauss, 2005). The purpose of using science to prove facts is to observe and measure (Krauss). The present study was scientific as it was objective, used statistics in the analysis of data and emphasised the generalisation of results; hence, the appropriateness of a positivist paradigm.

Positivist researchers are independent, detached and maintain a distance from the object of the research (Tien, 2009). In the current study, the researcher maintained minimal interaction with participants when collecting data. Participants completed the

questionnaire in their own time. Positivists go forth into the world impartially separating themselves from the world they study (Krauss, 2005) and discovering knowledge which is directed at explaining relationships (Creswell, 2009). The use of questionnaires in the current study allowed the researcher to deal with facts provided by the participants rather than feelings and emotions as used in other research paradigms. The researcher remained detached from the participants as they completed the questionnaires and sought to uncover the truth about predictors that predict career choices among senior high school students objectively and impartially.

3.3 Research Approach

The study adopted the quantitative approach. Quantitative researchers operate under the assumption of objectivity (Johnson & Christensen, 2012) and that there is a reality to be observed and that rational observers who look at the same phenomenon will agree on its existence (Johnson & Christensen). In the present study, objective findings validated the results of the study because they were based on the actual findings from the field as the researcher remained distanced from the participants.

A quantitative approach is one in which the investigator primarily uses positivist claims for developing knowledge (Creswell, 2009). The positivist paradigm leads to a scientific and systematic approach to research. A quantitative approach was used in this study as it allowed the researcher to carry out an objective analysis and generate factual knowledge through measurement. Researchers who use quantitative tools and techniques that emphasise measuring and counting are positivists in nature (Mack, 2010; Krauss, 2005). The positivist approach depends on quantifiable observations that lead to the statistical analysis of data.

Quantitative data is analysed using statistics (Punch, 2005). It is the numerical representation and manipulation of observations to describe and explain the phenomena (Tewksbury, 2009). Quantitative research methods are characterised by the collection of information which can predictors be analysed numerically and presented in tables for easier analysis and interpretation.

Rasinger (2008) agrees that the main characteristic of quantitative data is that it consists of quantifiable information. This allowed the researcher to quantify the magnitude and scope of the problem under investigation. Hoy (2010) stated that quantitative research is useful to quantify opinions, attitudes and behaviours and find out how the whole population feels about a certain issue.

3.4 Research Design

The design for the study was descriptive survey. This involves the collection of data in order to answer questions with regard to the subject of the study. Gay (1992) noted that, the research design indicates the basic structure of a study, the nature of the hypothesis and the variables involved in the study. Descriptive research, thus, involves collecting data to test hypothesis or answer research questions concerning the current status of the subject of the study (Gay, 1992).

According to Best and Khan (1989), descriptive research is concerned with the conditions or relationships that exist, such as determining the nature of prevailing conditions, practices and attitudes; opinions that are held; processes that are going on; or trends that are developed.

The researcher is concerned with the existing condition/status of parental contribution. It considered opinions held, and nature of prevailing conditions, practices and attitudes of parents. This study investigated the areas parents contribute

mostly and the level of support they give, and to report existing conditions. The rationale behind this design was to collect data from respondents of the sample in order to assess the impact of parents' contribution towards the education of their preschool pupils. The descriptive research survey best served the purpose of the study as it helped to collect data to describe the state of affairs. This survey is appropriate to collect data in order to describe, the perceptions parents have of their roles, their views and perspectives on the actual contributions they can make and the challenges they face in their participation.

Descriptive survey involved the formulation of research questions and using questionnaire to seek answers to the questions. The design therefore is more of a quantitative research in nature and it sought to establish the perceptions of parents in a naturally occurring situation or environment. It is a study to understand parental role in education of the child.

The design was also adopted because it has the advantage of providing useful information from a large group of people. It enables the researcher to get broad and accurate views or responses on issues. It is, however, difficult to ensure that the questions or statements to respond to are clear and not misleading because survey results can vary depending on the wording of questions, the circumstances and who the participants are (Peil, 1995). It may provide unreliable results because they delve into private matters which participants may not be prepared to provide the right responses. Despite these disadvantages, the researcher sees the descriptive survey as the appropriate design for conducting the research.

3.5 Population

The target population of the study is made up of the entire parents having their wards in basic schools, heads, teachers and the School Improvement Support Officer (SISO) who are concerned with educational administration in the Kasena Nankana Municipality.

The total population of pupils is made up of four 4,792. Seven hundred and thirty-five (735) KG pupils from 14 schools, 2856 primary pupils also from 14 schools and 1201 Junior High school pupils from 12 schools respectively. The total number of schools is 40. The entire parents of these pupils form part of the study's accessible population, including the School Improvement Support Officer (SISO) as well as a total of 182 head teachers and teachers.

3.6 Sample and Sampling Procedure

Amedahe (2014) maintains that in the selection of sample for a study meaningful and representative sample should be selected with regards to the population characteristics such as size, composition. He posits that in most quantitative studies; a sample size of five percent (5%) to twenty percent (20%) of the population size is sufficient for generalization purposes.

Sarantakos (2008) indicates that the complete coverage may not offer substantial advantage over a sample survey. Sampling provides a better option since it addresses the survey population in a short period of time and produces comparable and equally valid results. Samples are thought to offer more detailed information and a high degree of accuracy because they deal with relatively small number of units. The study was conducted using both parents (Mother and Father) having their wards in preschools in the Kasena Nankana Municipality.

Twenty percent (20%) of the parents (both parents) of these pupils were selected comprising 300 parents. The researcher selected both parents to respond to one questionnaire as one household unit for clarity seeks. The cumulative records books of these pupils were consulted extensively for their parental data. The School Improvement Support Officer (SISO) and 40 teachers including headteachers formed part of the sample. Table 1 presents the summary of sample.

Table 1: Summary of Sample

Respondents	Number of Parents
Parents	300
Teachers (including heads)	40
School Improvement Support Officer (SISO)	1
Total	341

Source: Field data, 2022.

Simple random sampling using the lottery method was used. A sampling frame (list of the 40 school) was constructed in alphabetical order and numbered accordingly after which the number were put in a container. This was mixed and selected randomly without looking into the container. The process continued until the required number of school was recorded. A total of ten schools were selected for the study from the list of forty (40) schools. The Kasena Nankana Municipality SISO and the headteachers of the selected schools were perceived to be relevant to the study and were consequently purposively selected as respondents.

In addition, 40(22%) of the teachers out of the 182 were randomly selected from the various schools visited using random numbers procedure described earlier. Furthermore due to the fact that the pupils were needed in order to reach their

respective parents, they were selected randomly by the help of class list (school registers) through which those sampled pupils were used to select parents as part of the respondents.

It is the researcher's firm opinion that considering the structure of the population of study, the sample is very representative of the population as possible and the sampling techniques employed considered other relevant factors (all things being equal) in the population that might threaten the validity of the study.

3.7 Research Instrument

The main instrument that was used for data collection was a semi-structured questionnaire. Bryman (2012) explained that a questionnaire is a collection of questions administered to respondents. The questionnaire was made up of closed ended questions which were used to elicit the data needed for the research. It was aimed at eliciting data on parental contribution towards the educational development of basic school pupils.

The questionnaire was divided into four (4) main sections: A, B, C, and D. Section A: sought personal information (Bio-data) of the respondents, Section B: focused on the specific areas parents do or can contribute towards the educational development of basic school pupils, Section C: considered the perceptions of parents on their role in educating their children. Section D: dealt with the challenges parents face in contributing substantially towards the educational development of pupils. The five points Likert rating scale of strongly agreed, agree, undecided, disagree and strongly disagreed was adopted for the study.

3.7.1 Validity and Reliability of Instrument

The validity of the instrument was sought by consulting with experts in the University of Education, Winneba . The instruments were subjected to criticisms by the supervisor. The need to determine the appropriateness of the instrument occasioned a pilot study that took place at Kasena Nankana West District. Roman Catholic St. Kizitus Basic School was selected for the pre-testing, ten parents, three teachers, the headmaster and School Improvement Support Officer (SISO) making a total of fifteen were selected to respond to the questionnaire respectively. Kasena Nankana West District was selected for the pre-testing because of proximity and that; it has some similarities and characteristics of interest as Kasena Nankana Municipality.

Random sampling method was employed for the selection of the pupils through which their parents were consequently selected. The head teacher and the School Improvement Support Officer (SISO) were purposively selected and also the teachers were randomly selected for the pilot study. The questionnaires were given to the respondents after which the researcher went for them after three days.

The purpose for the pre-test was to ascertain the suitability of the item on the questionnaire and also to aid in refining it if found unsuitable. Borg (1963) asserts that the needed alteration also can be made in the data collection methods so that data in the main study may be analysed more effectively.

The Statistical Package for Social Sciences (SPSS) was used by the researcher to analyse the responses of the respondents. The most common index of reliability, namely Kuber Cronbach's coefficient alpha was employed. Cronbach's alpha shows that the assessment of scale reliability is based on the correlation between the

individual items or measurements that made up the scale, relative to the variances of the items.

The internal consistencies in the various variables obtained was very high. The Cronbach a value obtained for means of parental contribution, perception of parents to their roles and challenges parents face was all above 0.7 which shows that the reliability of responses was very high.

On the basis of the pre-test results the researcher was able to determine the suitability of the questionnaire in measuring the variables of the study. The researcher also was able to make necessary revisions and corrected identified ambiguities for the final form of the questionnaire for the field work and also helped standardize the questions and scores for analysis.

The pre-testing also provided an insight into the strategies of the field work to the researcher. It also afforded the researcher an idea about the time to be allotted to complete the final questionnaire.

3.8 Data Collection Procedure

Data collection is the gathering of information needed to address a research problem (Polit & Beck, 2004). Therefore, data collection entails the use of instruments to collect data so as to provide answers to research questions. Before the fieldwork, the researcher acquired an introduction letter from the Department of Early Childhood Education, University of Education, Winneba, to help secure permission from the Heads of Schools and Early Childhood Centres in the Kasena Nankana Municipality.

The questionnaire was administered by the researcher. The researcher explained the purpose of the study to the respondents. They were made to understand that all

information being provided would be treated with confidentiality and for the purpose of research only. It was personally delivered to the respondents who were given up to a maximum of one week (7) days to complete. The illiterate parents who could not read and write were however helped accordingly to respond to the questions. The researcher personally introduced herself to the heads of the various schools and families ahead of the scheduled time who later arranged for teachers and parents to be met. An introductory letter seeking permission from the District director of Education and the Assembly members of the various communities were delivered for prior approval, after which the questionnaire were distributed to selected parents and teachers.

Adequate time was spent with respondents as they go through and answered the questions and those who needed help in terms of clarifications, interpretation and writing were assisted accordingly. At the end of the seventh day the researcher made a follow -up and retrieved the remaining questionnaire.

Three hundred (300) copies of the questionnaire were administered but 290 copies were returned. Out of the 290 returned copies of questionnaire, only 288 were completely filled. Thus a total of 288 copies completed which represent 96% of the total number of the administered were collected and utilized for the purpose of the study. All the 40 questionnaire given to the teachers were however retrieved and analysed accordingly

3.9 Data Analysis

Data gathered on the questionnaire were edited and collated. The completed questionnaires were serially numbered for easy identification and the statistical package for social sciences (SPSS) was used to analyse the data based on tables,

frequencies, and percentages. Frequency distribution tables, and percentages used were for the purposes of summarizing or reducing the data gathered from the field to manageable form. Percentage was used as a single indicator to provide simple summaries about the perceptions of parents on the importance of their role, their views on ways of contributing and challenges they face in supporting educational development. Frequency count and simple percentage were used to analyse the demographic information.

The data was first coded. The codes adopted were as follows: Strongly Disagreed = 1, Disagree = 2, Undecided (no response) = 3, Agree = 4 and Strongly Agree = 5. Excel computer programme was used to do the analysis. The appropriate number for each datum was placed in the appropriate data file for the analysis.

Summaries of all responses under each item was then given, thus illustrating the percentages that strongly Agreed, Agreed, were undecided (no response), Disagreed or Strongly Disagreed. In the case of challenges parents face in contributing to educational development, Strongly Agree and Agree were combined to form one strand of response and the same was done for Strongly Disagree and Disagree; Undecided also formed another strand of response. This approach was appropriate for easy application of the assessment criteria. The criteria below were adopted to do the findings. If 40% or more of the respondents averagely rate Strongly Disagree/Disagree - implies Not Acceptable item.

Also, if less than 50% of the respondents averagely rate Strongly Agree/Agree = item is weak. Further, if 50 - 59% of the respondents averagely rate Strongly Agree/Agree = item is satisfactory. If 60 - 69% of the respondents averagely rate Strongly

Agree/Agree = Good and Very Good 70 - 79%. Finally if about 80% - 100% of the respondents averagely rate Strongly Agree/Agree = then item in question is excellent.

3.10 Ethical Considerations

Ethical issues considered in this study included:

3.10.1 Informed and voluntary consent

The cornerstone of ethical research is 'informed consent' (Creswell & Creswell, 2018). The term consists of two important elements, with each requiring careful consideration, that is, 'informed' and 'consent'. For this purpose, participants were fully informed of what would be asked of them, how the data would be used and what (if any) consequences there could be.

Participants were also made to understand their rights to access their information and the right to withdraw at any point. The informed consent process can be seen as the contract between researcher and the participants. The aspects of 'informed' in this study included clear explanation on: Who the researcher was, what the intent of the research was, what data were to be collected from participants, how the data were be collected from participants, what level of commitment was required from participants, how the data were to be used and reported and what were the potential risks of taking part in the research.

3.10.2 Confidentiality of information shared

This principle is also concerned with offering respect and protection to research participants through assurance of confidentiality of information shared. Participants were assured that the information shared would be between the researcher and participants only. However, if there would be a third party, it would be the

researcher's supervisor. This would help the supervisor to guide the researcher to write the research report well.

3.10.3 Anonymity of research participants

Participant anonymity means the participant's identity are unknown to the researcher (for example, when using anonymous surveys, the participant identity is truly unknown to the researchers). Anonymity can be ensured by not revealing the identity of the individuals and institutions involved in a study. Typically, anonymity is provided through the use of pseudonyms. In discussing the themes derived from the data collection, participant's identities were hidden by using pseudo names.

3.10.4 No harm to participants and reciprocity

The researcher needs to consider the potential of harm to the participants, the researcher, the wider community and the institution. The harm can range from physical, resource loss (including time), emotional and reputational. When considering the potential for harm, the approach should be, in descending order, to eliminate, isolate and minimise the risk, with the participants being fully informed on what the risks are. Also, in ensuring the ethic of reciprocity, the researcher considered actively ways through which participants could be compensated for their time and effort. For this reason, information about risks and benefits were provided to participants while seeking their consent.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents and analyses the data collected for the study. Discussions of the findings are also presented. The analysis is done on the basis of the biographic data of respondent and research questions. The sample of the study was three hundred and forty one (341). Two hundred and eighty eight (288) representing 84.7% of the questionnaires were completed by respondents and were collected and analysed accordingly. Scores were assigned to responses to enable the researcher analyse the data. Table 2 presents the age of the parents.

4.2 Socio-Demographic Characteristics of Respondents

4.2.1 Age of parents

Table 2: The Age of Parents

Age	No.	%
18 - 19	64	22
20-- 29	28	10
30 - 39	102	35
40 - 49	74	26
50 and above	20	7
Total	288	100.0

Source: Field Data, 2023.

From Table 2 it can be seen that quite a high percentage of the parents were within the age groups 30 - 39 and 40 - 49 which is 35% and 26% respectively. Meanwhile, only 7% of the parents were between the age group 50 and above, which is

demographically approaching retirement age in Ghana. It is clear here that majority of the respondents therefore fall within the productive (working) age population.

4.2.2 Marital status of parents

The marital status of the respondents was examined. This was to find out how many of the parents or guardians were single (mothers or fathers), or married and living together.

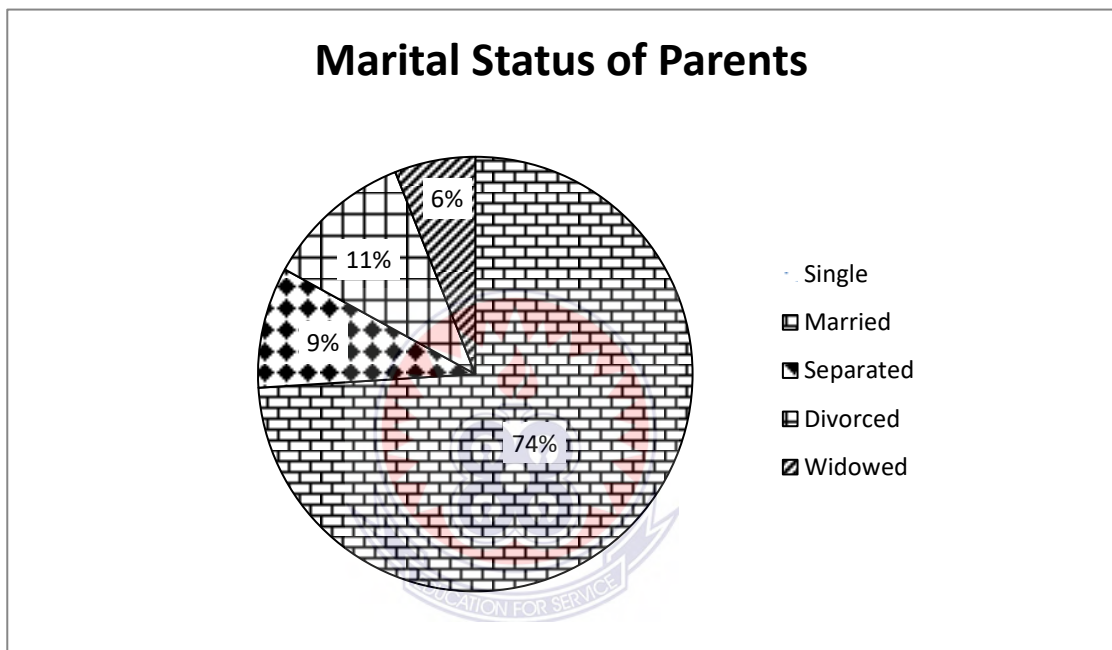


Figure 1: Marital Status of Parents

Source: Field Data, 2023.

It can be seen that 213 parents out of 288 making (74%) were married and both parents living together while the remaining 26% were separated (9%), divorced (11%) or widowed (6%) as indicated on the pie chart. It is concluded that majority of the parents who responded in the study were married and lived together as both husbands and wives.

4.2.3 Educational background of parents

Table 3: Educational Levels of the Parents

Level	Frequency	Percentage (%)
Primary/elementary	120	41
Secondary	37	13
Tertiary	51	18
No formal education	80	28
Total	288	100

Source: Field Data, 2023.

Table 3 indicates that only 80 (28 %) of the respondents did not receive any formal education. The majority of them had received some form of formal education; thus 120(41 %) had primary or elementary education; 37(13%) have had secondary, vocational or technical education and 51(18 %) had tertiary education respectively.

Table 4 displays the occupational background of parents.

Table 4: Occupational Background of Parents

Occupation	Frequency	Percentage (%)
Self - employed	138	48
Formal Sector	129	45
Unemployed	21	07
Total	288	100

Source: Field Data, 2023.

Table 4 reveals that majority of the respondents are self-employed. They form 48% of the respondents; equally higher are those employed in the formal sector that is 45 % and 7% remain unemployed.

4.3 Analysis of Research Questions

4.3.1 Research Question One: How do parents perceive the importance of their support in their children's education in the Kasena Nankana Municipality?

The research question sought to find out how parents perceive the importance of their support in their children's education in the Kasena Nankana Municipality. The questionnaire was used to elicit responses from respondents. Table 5 presents the analysis on the research question.

Table 5: Parents' Perception on the Importance of their Support in their Children's Education

Importance of Parental Support in Pupils Education	SA f(%)	A f(%)	NR f(%)	D f(%)	SD f(%)
Encourages pupils/students to learn seriously	11(3.8%)	256(88.9%)	4(1.4%)	17(5.9%)	0(0%)
Enables them to perform academically well and obtain good results	0(0%)	282(97.9%)	0(0%)	6(2.1%)	0(0%)
Monitoring both teachers and pupils	183(63.5%)	90 (31.3%)	0(0%)	0(0%)	15(5.2%)
Teachers are motivated to work hard	0(0%)	91(31.6%)	109(37.8%)	90(30.6%)	0(0%)
Promotes good morals and social behaviour	282(97.9)	0(0%)	0(0%)	0(0%)	6(2.1%)
Pupils attend good schools of their preference	0(0%)	288(100%)	0(0%)	0(0%)	0(0%)
Pupils school related problems are solved	49(14%)	174(60.4%)	0(0%)	65(22.6%)	0(0%)
Pupils have high- esteem ,self- confidence and respect among peers	0(0%)	29(10.1%)	53(18.4%)	206(71.5%)	0(0%)
Psychological needs of love, security, and economic are met	179(61.5%)	83(28.8%)	0(0%)	28(9.7%)	0(0%)
Instilling high discipline among pupils	0(0%)	7(2.4%)	0(0%)	281(97.6%)	0(0%)
School phobia pupils are motivated to remain in school	165(57.3%)	97(33.7%)	26(9.0%)	0(0%)	0(0%)
Pupils get quality time and personal attention from their parents	0(0%)	288(100%)	0(0%)	0(0%)	0(0%)
Parents remain sympathetic to financial demands made by school authorities	0(0%)	18(6.3%)	0(0%)	102(35.4%)	168(58.3%)

Source: Field Data, 2023.

With regards to the perception of parents on the importance of their role of supporting pupils, it is observed from Table 5 that 88.9% of the respondents indicated that they agree that their support enables students to learn seriously, while 5.9% disagree, 1.4% did not respond and 3.8% strongly agree. On the issue of students performing well academically 97.9% agreed and only 2.1% disagreed. Also on monitoring both teachers and pupils, 63.5% strongly agreed. 31.3% agreed 5.2% strongly disagreed. 31.6% agreed to the statement that teachers are motivated to work hard, 37.8% did not respond while 30.6% disagreed. On the statement pupils school related problems are solved, where as 60.4% agreed forming the majority, only 22.6% disagreed.

Further, quite a majority 97.9% agreed that parental support promote good morals and social behaviour, while 2.1% strongly disagree. On the issue that pupils attend good schools of their preference all the respondents 100% agreed to that statement. Also on pupils having high esteem, self-confidence and respect from peers, 10.1% agreed, 18.4% did not respond, and more than half of the respondents 71.5% disagreed. Majority 99.3% agreed that parental support enables pupils to set high objectives for their future career, while 0.7% did not respond. More than half of the respondents either strongly agreed (61.5%) or agreed (28.8%) that pupils' psychological needs of love, security and economic are met, while 9.7% of the respondents disagreed. On the issue of instilling high discipline among pupils majority of the respondents thus 97.6% disagreed whereas only 2.4% agreed. On school phobia pupils are motivated to remain in school, a total of 91.0% either agreed or strongly agreed and 9.0% did not respond. Considering the statement that pupils get quality time and personal attention from parents all the respondents (100%) agreed to this statement. 6.3% agreed, 35.4% disagreed and 58.3% disagreed strongly to the issue that parents remain sympathetic to the school's financial demands.

The study sought to find out the perceptions parents have of the importance of their role towards contributing to educational development of their children. The research revealed that, most of the parents in the circuit indicated that parental support enables the students to learn seriously, allows students to attend school regularly; enables students to perform well academically, monitors both teachers and pupils; promote good moral and social behaviour, allows pupils to attend good schools of their preference; pupils school related problems are solved; sets high objectives for their future career; pupils psychological needs of love, security and economic are met; school phobia pupils are motivated to remain in school, and pupils get quality time and personal attention from parents.

Ranking the perceptions of the parents it could be adduced from the study further that, all the respondents held similar opinion that when parents support, pupils get quality time and personal attention from parents; set high objectives for their future career and finally pupils get the opportunity to attend good schools of their preferences.

The findings falls in line with Lucky (2014) who stated that adolescents often make their choice of career in accordance with aspirations held for them by their parents. It also corroborates Lipsett (2016) who reported that youngsters from the upper and middle classes who have absorbed the educational attitudes of their social groups tend to aspire to higher occupations. Similarly, the findings confirms the assertion of Dave (2013) who stated that parents who set high standards and have high aspirations for their children are likely to have achieving children.

4.3.2 Research Questions Two: In what ways are parents in the study area involved in their children's education at the early childhood level?

The research question sought to find out the nature of parental contribution in their children' education. The questionnaire was used to elicit responses from respondents.

Table 6 presents the analysis on the research question.

Table 6: Nature of Parental Contribution

Major Contributions Parents Make	SA f(%)	A f(%)	NR f(%)	D f(%)	SD f(%)
Paying for the children's welfare (such as pocket money, T&T, canteen)	252 (87.5%)	34 (118%)	2(6.7%)	0(0%)	0(0%)
Paying for resource (such as textbooks, exercise books, etc.)	0(0%)	32 (11.11%)	9(3.0%)	218 (75.7%)	29 (10.1%)
Attending PTA meetings, open days, speech days	10(3.47%)	0(0%)	0(0%)	231 (80.2%)	47 (16.32%)
Paying official and approved levies by GES	0(6.94%)	266 (92.04%)	2(0.7%)	0(0%)	0(0%)
Paying PTA dues and other development levies	123(42.7%)	138 (47.92%)	0(0%)	18(3.13%)	9(1.75%)
Paying teachers for additional lessons, special duties, extra classes	0(0%)	38(13.19%)	8(2.78%)	144(50%)	98(34.03%)
Motivating pupils to learn	0(0%)	37(12.85%)	0(0%)	0(0%)	251(87.15%)
Visiting children's school to assess their academic progress	0(0%)	0(0%)	5(17%)	283(98.3%)	0(0%)
Helping pupils to do their homework	0(0%)	98(34.03%)	0(0%)	150(52.1%)	40(13.87%)
Ensuring that pupils go to school regularly	49(17.01%)	201(69.79%)	11(3.82%)	28(9.38%)	0(0%)
Providing children consistent and loving guidance and training for children and talking to them.	0(0%)	141(48.96%)	0(0%)	0(0%)	147(51.04%)
Encouraging pupils to read books and news papers	0(0%)	30(10.42%)	4(1.34%)	75(26.04%)	17 (62.04%)
Feeding pupils before they go to school	268(93.4%)	0(0%)	6(2.01%)	14(4.59%)	0(0%)
Motivating teachers for effective work	0(0%)	63(21.87%)	0(0%)	0(0%)	225(78.13%)

Table 6 cont.: Nature of Parental Contribution

Providing learning materials such as toys, computers, maths sets	0(0%)	121(42.01%)	20(6.95%)	147(51.04%)	0(0%)
Giving personal attention, intervention and teaching	16(5.57%)	97(33.68%)	13(4.51%)	148(51.38%)	14(4.86%)
Providing good hygienic conditions and environmental cleanliness	78(27.08%)	138(47.92%)	2(0.69%)	70(24.31%)	0(0%)
Giving pupils the requisite psychological needs of love and security	0(0%)	148(51.39%)	0(0%)	0(0%)	140(48.61%)
Holding high aspirations for the pupils	0(0%)	241(83.68%)	8(2.78%)	39(13.54%)	0(0%)
Serving as volunteers and local resource persons	0(0%)	10(3.47%)	3(104%)	275(95.49%)	0(0%)
Providing buildings, furniture and maintenance work for the school	0(0%)	58(20.14%)	27(9.38%)	203(70.49%)	0(0%)

Source: Field Data, 2023.

Table 6 illustrates the responses of 288 respondents with regards to the contributions they make towards the education of basic school pupils.

Among the many reasons, it can be observed that the major areas parents contribute are: paying for the children's welfare (such as pocket money, transportation, canteen); paying official and approved levies by Ghana Education Service; paying P.T.A. dues and other development levies; ensuring that pupils go to school regularly; feeding the pupils before they go to school; providing good hygienic conditions and giving pupils the requisite psychological need of love and security. On the issue of paying for the children' welfare 87.5% of the respondents strongly agreed and 11.8% agreed, none disagreed. On paying official and approved levies by G.E.S. also none disagreed. 92.04 and 6.94 strongly agreed and agreed respectively. There was however 2 (0.7%) non response. Further, on the issue of paying P.T.A. dues and other development levies, whereas 42.7% and 47.92% strongly agreed or agreed; only 3.13% and 6.25% strongly disagreed or disagreed. Whereas 17.01% and 69.79% of the respondents

strongly agreed or agreed to the point of ensuring that pupils go to school regularly, only 9.38% disagreed. On feeding the pupils before they go to school, 93.4% strongly agreed, 4.59 % disagreed and 2.01% did not respond to that point. 27.08% of the respondent strongly agreed, 47.92% agreed, 0.69% did not respond and 24.31% disagreed to providing good hygienic conditions and environmental cleanliness. Finally, on the issues of giving pupils the requisite psychological need of love and security, whereas 51.39% agreed, 48.61% disagreed to that statement.

Other areas which are equally important to the educational development of the basic school pupils but do not receive much attention from parents were identified as: paying for resources (such as textbooks, exercise books,), 75.7% disagreed, 10.1% strongly disagreed, 3.0% did not respond and 11.11% agreed to that statement. On attending P.T.A meetings, open/Speech days; only 3.47% strongly agreed. The majority thus, 80.2% and 16.32% disagreed or strongly disagreed to that statement. On the issue of paying teachers for additional lessons, special duties, extra classes, 13.19% agreed, 2.78% did not respond, 50% disagreed and 34.03% strongly disagreed. Whereas few respondents 12.85% agreed to motivating pupils to learn, as high as 87.15% of the respondents strongly disagreed. Further, on visiting children at school to assess their academic progress it is seen that, only 1.7% of the respondents did not respond, majority 98.3% disagreed and none agreed to doing that. 34.03% agreed to helping pupils to do their homework, 52.1% disagreed and 13.87% strongly disagreed.

On encouraging pupils to read books and newspapers, 10.42% of the respondents agreed, 1.34% did not respond, 26.04% disagreed and 62.2% forming the majority of the respondents strongly disagreed to that. 'Motivating teachers for effective work', on

this issues, 21.87% agreed and 78.13% strongly disagreed which implied parents do not do that. On the issue of providing learning materials, 42.01% agreed, 6.95% did not respond and 51.04% disagreed. On giving personal attention, intervention and teaching, 5.57% strongly agreed, 33.68% agreed, 4.51% did not respond, 51.38% disagreed and 4.86% strongly disagreed. Looking at the point on respondents serving as volunteers and local resource persons, 3.47% agreed, 1.04% did not respond and the majority 95.49% disagreed. Finally, on providing building, furniture and maintenance work for the school, 20.14% agreed, 9.38% did not respond and 70.14% disagreed.

It could be concluded that the major contributions parents make towards the educational development of the basic school pupils in the Kasena Nankana Municipality are: paying for the children's' welfare (Such as pocket money, transportation to school, canteen); paying official and approved levies by Ghana Education Service; paying P.T.A. dues and other development levies; ensuring that pupils go to school regularly; feeding the pupils before they go to school; providing good hygienic conditions and giving pupils the requisite psychological need of love and security.

The findings are in line with the view of Akuffo (2018), who stated that there are school related expenses and contributions apart from fees. These are uniforms, stationary, furniture, school building fund, money for science and agricultural materials and tools. There is also an examination fee, daily pocket money for transportation and food which are paid. If parents have limited financial resources, the child's effort at school will be thwarted and this may predispose the child to stop school and affect children's educational development for good.

On the other hand, it was found out that, the areas where parents least support their children are: motivating pupils to learn, paying for resources such as textbooks, exercise books; attending P.T.A. meetings; paying teachers for additional lessons, special duties, extra classes; visiting pupils schools to assess their academic progress; helping pupils to do their homework; encouraging pupils to read books and newspapers; motivating teachers for effective work; giving personal attention, intervention and teaching; serving as volunteers and local resource persons and finally providing buildings, furniture and maintenance work for the school. Even though motivation is very crucial in the educational development of the children, most parents do not motivate their children to learn.

The findings confirm what Graham (2014) contended "parents also do not know how to motivate their children's interest in school work" (p. 42). The finding is quite consistent with the view of Pecku (2011) who indicates that motivation also gives rise to behaviour, it helps one to have the desire to achieve certain aims and that there is the need for parents to motivate their children to get the best educational attainment from them.

Also Arhinful (2015) wrote that a lot of parents show very little concern for the progress of their children's studies. Where the children are day students the parents attention is almost always on the morning preparation for school, scarcely do they turn their attention to the school affairs of their wards, except when the unexpected happens. He suggested that, there should be a necessary condition of home issues with school performance to ensure educational development. The writer further urged parents to consult with teachers on their children's academic progress at school whilst

making an effort to periodically monitor the results of what has been taught their children at school.

The finding of the study further supports the submission of Clark (2001) who reported that in the United States ineffective or inadequate parental assistance may lead a child to feel overwhelmed and consequently to withdraw from school. Similarly, the finding of the study also corroborates Charles (2015) who submits that parents need to know exactly what is expected of student; how those expectations are going to be enforced; how students are doing and what parents can do to help. This finding implies that parents neglect some essential areas and only focused their attention on supporting specific areas. But the child must holistically be supported.

4.3.3 Research Question 3: What are the barriers to parental support in pre-school education in the Kasena Nankana Municipality?

It is evident that there are numerous factors that hamper the efficiency and effectiveness of parental support. In pursuance of these, research question three sought to investigate the challenges parents face in contributing to the educational development of basic school pupils. Table 7 presents the responses from the respondents on the perceived challenges parents face. It is used to answer research question three accordingly.

Table 7: Barriers to Parental Support in Pre-School Education

Barriers to Parental Support in Pre-School Education	SA/A	NR	D/SD
Problems with single step parenting/divorced	154(53.47%)	18(6.25%)	116(40.28%)
Unemployment	22(7.64%)	0(0%)	266 (92.36%)
Inadequate time	39(13.54%)	12(4.17%)	237(82.29%)
Large family size	288(100%)	0(0%)	0(0%)
Financial constraints/low in-come	288(100%)	0(0%)	0(0%)
High cost of living	284(98.61%)	4(139%)	0(0%)
Scarce resources	189(65.63%)	0(0%)	99(34.37%)
Administrative bottle necks	57(19.79%)	21(7.29%)	210(72.84%)
Interest, attitude of parents	279(96.88%)	0(0%)	9(3.12%)
Frequent changes in educational policies	159(55.21%)	6(2.08%)	123(42.71%)
Different political ideologies	33(11.46%)	97(33.68%)	158(54.86%)
Involving pupils in business, withdrawing them from school in order for them to sell	87(30.20%)	9(3.13%)	192(66.67%)
Misconceptions held about teachers	0(0%)	0(0%)	288(100%)
Cultural and some traditional believes and practices	68(23.61%)	11(3.82%)	209(75.57%)
Unavailability of most educational materials in the market	75(26.04%)	15(5.21%)	198(68.75%)

Source: Field Data, 2023.

A look at Table 7 shows that all the respondents (100%) were of the opinion and agreed/strongly agreed that financial constraint (low in-come) and large family size were their greatest challenge. In addition, majority of the respondents 96.88% and 98.61% indicated their challenges to be interest, attitude of parents and high cost of living. It is observed also that other challenges which more than half of the parents agreed or strongly agreed also includes frequent changes in educational policies in Ghana (55.2% SA/A, 42.71% SD/D and 2.08% did not respond). Scarce resources (65.63% SA/A, and 34.37% D/SD) and problems associated with single/step

parenting or divorced representing (53.47% SA/A, 6.25% did not respond, 60.28% strongly agreed or agreed). Going by the analysis, it can therefore, be concluded that the major challenges parents in the Kasena Nankana Municipality face in contributing to educational development of basic school pupils includes: financial constraints (low income) and large family size.

The findings agree with the view of Galloway (2015) who noted that the socio-economic status of parents affect their children's education. He said as a result of financial hardships children persistently absent themselves from school to work to supplement their parents' efforts. Parents who are rich are able to educate their children to any level while the poor are restrained. Few children with poor parents are able to make it but the greater percentage is always down the ladder while the rich continue to enjoy good education.

Finally, the findings confirm the view of Downey (2000) who found out that, the availability of parental resources decrease as the number of siblings increase and that, this explains most or all of the inverse relationship between sibling size and educational out comes.

Additionally, it is revealed that other challenges which averagely the respondents indicated includes: interest and attitude of parents; high cost of living; frequent changes of educational policies in Ghana; scarce resources and problems associated with single/step parenting or divorced. This findings implies that most parents have low interest and poor attitude towards their children's' education, in the Kasena Nankana Municipality.

However, the findings of the study disagrees with Pigeon (1959) who contended that the most important factor bearing on the educational progress of all factors was the attitude of the child's parents. Pigeon stressed that, children of parents who have positive attitude towards education, whether rich or poor do well at school.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the research study and also presents a summary of the findings of the study as well as conclusions drawn from the findings. Based on the findings and conclusions drawn from the study, recommendations are also made to guide educational practitioners and stakeholders.

5.2 Summary

The principal concern of this research was to investigate the parental support and its perceived impact on pre-school pupils learning in the Kasena Nankana Municipality. In pursuance of these objectives, the descriptive survey design was used for the study. Questionnaire was used as the main instrument for data collection to arrive at an understanding of this phenomenon. The researcher with the help of the dissertation supervisor designed the questionnaire.

The population of the study comprised the entire parents of pupils in the basic schools in the Kasena Nankana Municipality, including the School Improvement Support Officer (SISO) as well as head teachers and teachers. A total of 40 schools to which 10 was selected were involved in the study. Since the study concerned a vast community, 20% of the parents were sampled giving a size of 300, 39 teachers and the SISO were selected as well making a total of 340 respondents in all as the sample size. The pupils were sampled through a simple random sampling technique using the class list through which their respective parents were reached accordingly. The head teachers and the SISO were purposively sampled whereas the teachers were also randomly selected. The researcher personally administered the instruments. The

participants who were literate were provided questionnaires and given one week to respond to, after which the researcher went back to retrieve them. Illiterate participants were given necessary help to respond.

5.3 Summary of Key Findings

The main findings of the research were as follows:

1. The importance of parental support to the educational development of the pre-school pupils includes; enabling the pupils/students to learn seriously, allowing the pupils/students to attend school regularly; students performing well academically; helps in monitoring both teachers and pupils; promoting good morals and social behaviour; making pupils to attend good schools of their preference; solving pupils school related problems; setting high objectives for their future concerns; meeting their psychological needs (of love, economic and security); encouraging irregular pupils to be regular and giving pupils (students quality time and personal attention.

Areas/aspects which are equally important for the educational development of the child but parents seem to offer least contribution includes; motivating pupils to learn; paying for resources (such as textbooks, exercise books); attending P.T.A meetings; paying teachers for additional lessons, special duties, extra classes organized; visiting pupils' schools to assess their academic progress; helping pupils to do their homework; encouraging pupils to read books and newspapers; motivating teachers for effective work; giving personal attention, intervention and teaching; serving as volunteers and local resource persons and finally, helping in providing building, furniture and maintenance work for the school.

2. Parental contributions, mostly take the form of giving out money and other financial payments. The major or key contributions parents make towards the educational development of their children are: paying for the children's welfare (such as pocket money, transportation to school, canteen); paying of official and approved levies by the G.E.S.; paying P.T.A. dues and other development levies; ensuring that pupils go to school regularly; feeding the pupils before they go to school; providing good hygienic conditions and giving pupils the requisite psychological needs of love and security.
3. The major challenge parents in the Kasena Nankana Municipality face in their role of contributing to educational development of basic school pupils are: financial constraints (low income) and large family/sibling size.

5.4 Conclusions

On the basis of the findings of the study the following conclusions are drawn. The major contributions parents make towards the educational development of their children are; paying for their children's welfare (pocket money, T&T to school, money for canteen); paying of official and approved levies by the G.E.S., and other P.T.A. dues and levies; ensuring that pupils go to school regularly; feeding the pupils before they go to school; providing good hygienic conditions and giving pupils the requisite psychological needs of love and security.

It may also be concluded that parents view the following areas as the important of their role of supporting their children; pupils do get quality time and the necessary personal attention from parent; they get high objectives for their future careers and finally the pupils get the opportunity to attend good schools of their choices. Finally, the major challenges parents face in their role of contributing to the educational

development of the basic school pupil include; financial constraints (low-income), and large family or sibling size.

5.5 Recommendations

In the light of the findings of the study and conclusions drawn, the following recommendations are made:

1. Parents should be educated and encouraged by stakeholders (Opinion leaders, NGO's, government, teachers, school administrators and missions) on the need to invest in their children's education by contributing in diverse ways, covering other areas identified in this study where they least contribute, to support their children's educational development.
2. Parents should be counselled by educators to realize the importance of motivating their children to learn, acquiring resources for the pupils such as text books, exercise books; attending P.T.A. meetings, visiting their children's school to assess their academic progress; giving personal attention and helping them do their homework.
3. Stakeholders (Ministry of Education, Ghana Education Service) should communicate to parents (via training programmes, P.T.A. meetings, open days), that their contributions and support will make a great difference in the children's school performance and that they are co-partners in the education process hence they should devote time for their children's education.
4. School authorities should try and involve parents in school activities such as opportunities to serve on school committees like building, sports, school management committee, fund raising committee, P.TA's
5. Parents should be invited to observe programmes such as quiz competitions, debates, and other competitions to be held at school. Organization of

community level school performance appraisal meeting (SPAM) must be prompt and timely.

6. The District Assembly, Municipal and Metropolitan Assemblies, Churches, NGO's, foundations, chief and traditional councils should give some kind of assistance or scholarships to needy and brilliant children.
7. Teachers should request from parents to append their signatures after the child finishes home work to indicate that the parents did help the child to do the homework

5.6 Suggestions for Further Research

This study could not investigate into the effects of parental attitude (both positive and negative) on their children's educational achievement, effects of divorced/step parenting on parental contribution and the kind of parental occupation and its impacts on how parents contribute; which were realized by the researcher as potential factors that could affect parental contribution to education. These are areas that could be investigated in future. This will enable stakeholders to have a comprehensive view about parental involvement in educating the child.

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SECTION B: PARENTS' PERCEPTION ON THE IMPORTANCE OF THEIR SUPPORT IN THEIR CHILDREN'S EDUCATION

Key: Strongly Agree = 5, Agree = 4, No Response = 3, Disagree = 2 and Strongly Disagree = 1

Importance of Parental Support	5	4	3	2	1
1. Encourages pupils/students to learn seriously					
2. Enables them to perform academically well and obtain good results					
3. Monitoring both teachers and pupils					
4. Teachers are motivated to work hard					
5. Promotes good morals and social behaviour					
6. Pupils attend good schools of their preference					
7. Pupils school related problems are solved					
8. Pupils have high- esteem ,self-confidence and respect among peers					
9. They set high objectives, targets for their future career					
10. Psychological needs of love, security, and economic are met					
11. Instilling high discipline among pupils					
12. School phobia pupils are motivated to remain in school					
13. Pupils get quality time and personal attention from their parents					
14. Parents remain sympathetic to financial demands made by school authorities					
15. There exist a strong link between the home and school when parents support					

SECTION C: NATURE OF PARENTAL INVOLVEMENT IN THEIR CHILDREN'S EDUCATION AT THE EARLY CHILDHOOD LEVEL

Key: Strongly Agree = 5, Agree = 4, No Response = 3, Disagree = 2 and Strongly Disagree = 1

Means of Parental Contribution	5	4	3	2	1
1. Paying for the children's welfare (such as pocket money, T&T, canteen)					
2. Paying for resources (such as Text books, Exc. books, uniforms, desk etc.)					
3. Attending P.T.A meetings / Open days/ Speech days					
4. Paying official and approved levies by GES					
5. Paying PTA dues / other development levies					
6. Paying teachers for additional lessons, special duties , extra classes or remedial					
7. Motivating Pupils to learn					
8. Visiting their children's schools to assess their academic progress and discussing their school related problems with teachers					
9. Helping pupils to do their home work					
10. Ensuring that they go to school regularly					
11. Providing consistent and loving guidance / training for their children & talking to them					
12. Encouraging pupils to read books and newspapers					
13. Feeding the pupils before they go to school					
14. Motivating teachers for effective work					
15. Providing learning materials such as toys, computers, maths Sets and Desk					
16. Giving personal attention, intervention and teaching					
17. Providing good hygienic conditions and environmental cleanliness					
18. Giving pupils the requisite psychological needs of love and security					
19. Serving as volunteers and local resource persons					
20. Providing buildings, furniture and maintenance work for the school					

**SECTION D: BARRIERS TO PARENTAL SUPPORT IN PRE-SCHOOL
EDUCATION**

Key: Strongly Agree = 5, Agree = 4, No Response = 3, Disagree = 2 and Strongly Disagree = 1

Barriers Parental Supports	5	4	3	2	1
1. Problems with Single / Step parenting / Divorced					
2. Unemployment					
3. Inadequate Time					
4. Large Family Size					
5. Financial Constraints/low income					
6. High Cost of living					
7. Scarce resources					
8. Administrative bottlenecks					
9. Interest, attitude of parents					
10. Frequent changes in educational policies					
11. Different political ideologies					
12. Involving pupils in business, withdrawing them from school in order for them to sell					
13. Misconceptions held about teachers					
14. Cultural and some traditional believes and practices					
15. Unavailability of most educational materials in the market					

THANK YOU.