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PARENTAL INVOLVEMENT IN PRESCHOOLERS' EDUCATION IN THE FANTEAKWA NORTH DISTRICT

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DECLARATION

Candidate's Declaration

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

Signature:………………………………

Date: …………………………..…….…

Supervisor's Declaration

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

Name of Supervisor: S. Oppong Frimpong (PhD)

Signature:………………………………

Date: …………………………..…….…

DEDICATION

I dedicate this research work to my lovely husband, Frederick Amoako

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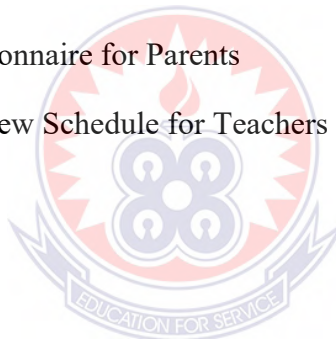
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ABSTRACT

The purpose of the study was to investigate parental involvement in preschoolers' education in the Fanteakwa North District. The explanatory sequential design based on mixed-methods approach was adopted for this study. The accessible population was all the public kindergarten teachers and the entire parents who have their wards in the public kindergartens. A total of one hundred and twenty (120) respondents comprising one hundred (100) parents and twenty (20) kindergarten teachers were sampled for the study. Simple random sampling technique was used in choosing the parents, while purposive sampling technique was utilised in sampling the kindergarten teachers for interview. The instruments used for the study were questionnaire and semi-structured interview guide. Frequency, percentage and mean were also used to analyse the quantitative data, while thematic analysis was used to organise the interview data. The study found that majority of the parents help to improve children's attitude towards homework. Again, the study showed that some parents support their children to learn at school by providing them with appropriate learning materials, and attendance at school events. The finding also revealed that provision of learning facilities at home influence preschoolers' education positively. Lastly, the study also indicated that some parents did not show interest in their children's school. The study concluded that parental involvement in their preschooler's education is very important to children's academic performance. It is recommended that parents in particular should create time from their busy schedule to participate more in their children's education activities if they expect improved academic performance
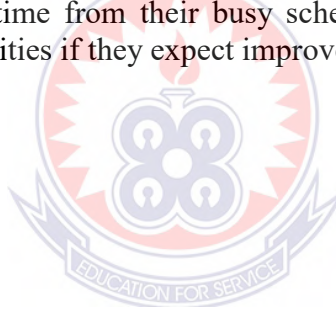
CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter consists of the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the research, delimitations and organisation of the study.

1.1 Background to the Study

Parental involvement is explained as parental participation in the educational processes of their children (Jeynes, 2017). The concept of parental involvement implies that parents participate in one or more school-related activities such as attending parent-teacher conferences, parents teacher-association (PTA) meetings, volunteering at school, assisting or supporting children with homework, encouraging the child for better attainment, and so on (Balli, John, Wedman & Demo, 1997). It also involves parenting or child rearing, volunteering and involvement in school activities, supporting children's learning at home, and collaborating with the school-community (Epstein, 2001). Gyamfi and Pobbi (2016) opined that parental involvement in a child's education is known to have substantial contribution towards a number of positive outcomes of the child. Such outcomes include high expectations of children, improved academic performance and good behaviour.

One key aspect of parental involvement is the parents' ability to monitor the child's activities such as their time and choice of programmes on television, regulate playing time after school, supervise child to do homework. These factors are believed to influence the child's studies after school (Gyamfi & Pobbi, 2016). They also

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explained that a parent monitoring activities include the following; the ability of parents to regulate the child's exposure to media content especially to television and computer games, set time for the child to study and complete their homework after school hours, to regulate the time children spend playing after school, ability of the parents to guide the academic progress by helping the child to select subjects, and lastly the ability of parent to monitor the return of their children from school (Gyamfi & Pobbi, 2016).

Parent involvement in early childhood education benefits the parents, the teachers and most importantly the child. Early childhood education need the support of all stakeholders including parents. Parental involvement in their children's schooling from an early age is therefore of great importance since it has been known to impact positively in children's lives (Olatoye & Ogunkola, 2008). Parental involvement is critical for a child's social and emotional development and appropriate behaviour in school (Sanders & Sheldon, 2009). According to Sanders and Sheldon (2009), parent involvement in early childhood education also positively impacts non-academic outcomes in young children. Some non-academic outcomes impacted by parental involvement include children's school attendance, behaviour and attitude towards school, and homework completion (Henderson & Mapp, 2002). Sanders and Sheldon (2009) mentioned that parent involvement in early childhood education plays a significant role in the development of both academic and non-academic outcomes (for instance school attendance, behaviour, and executive functioning skills) in preschool-aged children. There is also an overwhelming connection between literary resources in the home and the development of children's reading skills (Sheldon, 2009).

Nyarko (2011) suggested that areas of parental involvement within the school that have received tremendous attention and support comprises; attendance at meetings in connection with school related problems, attendance at plays, concerts, sporting events, and attendance at school board meetings. Parents' involvement in their children's schooling has been found to improve learner performance, reduce drop-out rate, reduce delinquency and generally fosters a more positive attitude towards school (Lemmer & Van Wyk, 2004). Research suggests that when teachers make parent involvement part of their regular practice at school, parents increase their interaction with children at home, feel more positive about their abilities to help their children and rate the teachers as better teachers (Epstein, 2001; Lemmer & Van Wyk, 2004).

Murithi (2003) reported that parental involvement takes different form which may be home based or school based roles. These include participating in school policy making, being member of Parent Teacher Association (PTA), communicating to the school about the child's progress, reading in the presence of the child, providing children with the required resources, attending teacher parent conferences and assisting in homework. During children's early years, learning outcomes tend to focus on how parents can support their language and literacy delinquent. Reading with children is one of the most recommended activities for parents during early years (Nord, Lennon, Liu & Chandler, 2000).

Parents often become involved in their children's education by helping them with their homework. Homework can have many benefits for children. Providing children with homework creates opportunities for interactions among families. In addition to that, it helps children develop good study habits, cultivates a positive attitude towards school and helps parents and children realise that learning happens outside. Parents

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can be a significant tool in encouraging children to complete homework assignments and other activities, in setting personal goals for success in school and in preparing for post-secondary education or work (Epstein, 2009).

Parental involvement in provision of teaching and learning resources has been associated with positive achievements in educational outcomes. A young child's home environment plays a key role in determining his or her chances for survival and development (Belsky, 2006). Optimal conditions include a safe and well-organized physical environment, opportunities for children to play, explore and discover, and the presence of developmentally appropriate objects, toys and books (Dobrova-Krol, BakermansKranenburg, Van IJzendoorn & Juffer, 2010).

Parents' attendance in a school's events is helpful for children and the teachers. The parents are able to know about their children's activities and progress in learning. Here, the teachers will know more about their students' problems and attitudes at home, which helps teachers find the solutions concerning how to support the students in the learning process.

Moreover, the school can develop school programs to increase parents' involvement at school. Wilder (2014) claimed that overall there is a positive relationship between parents' involvements in school with the children's achievement.

According to Singh, Mbokodi and Msila (2004), one of the challenges that hampers effective parental involvement is low income that some receive per month, which leads them to working more jobs and not to spend enough time at home helping their children with their school work. Important obstacles that constrain parents' ability to

become actively involved in their children's education include the teachers' attitudes and the parents' family resources, among others.

Research also indicated that mothers who use more complex sentences and a wider range of different words in their everyday conversations have children with richer expressive language and higher scores on literacy related tasks in kindergarten (Britto & BrooksGunn, 2001). In addition, children of parents who emphasize problem solving and curiosity for learning develop long-term individual interests and the ability to attend to tasks for longer periods of time (Fantuzzo, McWayne, Perry & Childs, 2004). Parent's first responsibility is to make children go to school and keep them safe. Parents are also required to help their children to increase their academic performance (Anderson & Minke, 2007).

A great deal of research in the United States and other Western countries supports the notion that parents' involvement generally has a positive effect on children's achievement (Hill & Taylor, 2014). Hill and Taylor (2014), are of the view that parents who are more involved with their children's education become knowledgeable about school goals and procedures. In Asian and specifically Japan, a research conducted by Holloway, Yamamoso, Suzuki and Mindnich (2008) revealed that teachers make demands on parents to involve themselves at home and school activities such as monitoring homework and attending school functions among others.

Delgado-Gaitan (1991) opined that parental involvement can be affected by several sociopolitical factors, such as socioeconomic condition and parents' negative school experience.

Parents' income levels also affect their levels of involvement. This implies that high-income parents take part more often in the activities organized by school than low-income parents. Furthermore, parents with high socio-economic status try more effectively to get involved than parents with low socio-economic status (Domina, 2005). Ndarihoranye and Ndayambaje (2012), studied the socio-economic problems affecting early childhood education in Gasabo District in Kenya and found that some parents were willing to participate in educating their children except that they were not able due to poverty. The same was noted in Gakenke District by Ntahombyariye and Maniragaba (2012) who noted that parents' involvement in pre-school education was less because they were requested to pay a certain amount for tuition. Kagabo (2008) found out that in Gasabo District, parents are more involved in their children's education at home than at school.

Nyarko (2011) observes that Ghanaian parents often have engaged in their children's schooling in one form or another, their involvement historically has been limited to school related activities at home (for example, ensuring completion of homework). Nyarko (2011) also investigated the effects of parental involvement in schools on academic performance in Ghana and the results revealed a positive significance correlation between parental involvement and academic achievement. Parental involvement takes many forms including good parenting in the home, provision of a secure and stable environment, intellectual stimulation, parent-child discussion, good models of constructive social and educational values and high aspirations relating to personal fulfillment and good citizenship, contact with schools to share information, participation in school events, participation in the work of the school, and participation in school governance. Parental involvement is strongly positively

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influenced by the child's level of attainment: the higher the level of attainment, the more parents get involved (Adeyemi, Adediran & Adewole, 2018).

Parental involvement in the education of pupils begins at home with the parents providing a safe and healthy environment, appropriate learning experiences, support, and a positive attitude about school. Studies also indicate that parental involvement is most effective when viewed as a partnership between educators and parents (Epstein, 2009). MacNeil and Patin (2000) have identified several purposes of parental involvement in schools, including motivating schools to function at a higher level by constantly improving teaching and learning practices, creating higher child achievement and success in school and also in the general development of the child as well as preventing and remedying educational and developmental problems of pupils.

Parents benefit from an improved parent-child relationship. A sound parent-child relationship leads to increased contact with the school and to a better understanding of the child's development and the educational processes involved in schools, which could help parents to become better 'teachers' at home, for example, by using more positive forms of reinforcement (Henderson & Mapp, 2002). According to Calhoun, Light and Keller (1998), most parents want their children educated and would like to be involved. Greater parental involvement leads to teachers having better relationships with parents and pupils, fewer behavioural problems, a reduced workload and a more positive attitude towards teaching (Fan & Williams, 2010). Cheung and Pomerantz (2011) stated that parent involvement in education improves academic performance, reduces dropout rates, decreases delinquency and motivates children towards their school work. Parents have a natural role of supporting their children during examination periods, building a child's self-esteem, providing support

in schoolwork, monitoring homework, visiting the school and attending parent-teacher meetings and sporting activities. This study sought to investigate parental involvement in their preschooler's education in Fanteakwa North District.

1.2 Statement of the Problem

Parents' involvement in their children's education is essential because they are the first stakeholders to contribute to the provision of effective education for their children during the formative years. Parental involvement has been shown to be a very important variable that positively or negatively influences children's education. Lack of involvement or over involvement may have a negative impact on child's performance in and out of the classroom and ultimately affects their educational development and success (Tabaeian, 2016). The problem which undermines good functioning of the ECE institutions is that some parents do not know their tasks. Consequently, they do not accomplish them, some parents do not understand their responsibilities as they limited their participation to home related activities. This therefore, has led to negative impact on children's education.

In Ghana, pupils spend more time in their homes than in the school environment at the kindergarten, primary and junior high school levels (Nyarko, 2011). In Fanteakwa North District, some parents do not have understanding and skills on how to engage their wards to continue to learn even at home. In some instances, the environment is not conducive to learning and so some children do not learn or revise what is being taught when at home. Inherent in this challenge is that some parents are not aware of the roles they are supposed to play to contribute to the learning outcomes of their wards in the country particularly at the district level. In Fanteakwa North District, it is common to see children being neglected by parents who have been "disappointed" by

their wards performance and are now roaming the streets without the necessary skills to live independent lives.

Parents of various social backgrounds attach different values to education. This variation eventually affects the child's attitude to school and his motivation for success in academic (Muola, 2010). Poor parental involvement is one of the major obstacles facing the researcher's school in Fanteeakwa North District. Some parents are quite passive in their children's education. Others too show "I don't care attitude". Lack of parental involvement is a cause for concern and can no longer be ignored. This point is demonstrated by the researcher's observations of the frustrations displayed by fellow teachers when discussing the effect of parental involvement on learner performance. This problem has become a burning issue in PTA meetings, amongst colleagues in staff rooms and even in teachers' workshops. Parents too are complaining about their children's poor academic performance at school. Some pre-schools in Fanteeakwa North District have been faced with challenges of involving parents in ensuring effective children's achievement due to lack of parental commitment, attitudes and goals set for parental participation by school administrators. Besides, the family sizes are averagely large and these certainly had made the children among them to be deprived of conducive environment in their homes to have private studies. Calhoun et al. (1998) said that low levels of education in some parents thus feeling incapable, perceiving that they belong to a lower social rank compared to the teachers, unavailability because of schedule conflicts and school resistance to complete parental inclusion are barriers to the involvement of parents in the classroom.

Davies (1996) found that many parents suffer from low self-esteem and others did not experience success in school themselves and therefore lack the knowledge and confidence to help their children. Parents who did not experience success in school may view it negatively (Greenwood & Hickman, 1991). Parents may be intimidated by the language, the curriculum, and the staff; consequently they avoid communication with the school (Flynn, 2007). Parents whose educational levels are low may be less involved, because they do not feel self-confident enough to contact school staff (Lee & Bowen, 2006). The problem for parents with low levels of education, as reported by the parents themselves, is that they cannot help their children with homework or other school-related issues, because their knowledge is limited. Interestingly, when it comes to parents with a university degree, they show lack of time as a main reason for not getting involved (Baeck, 2010). Hill and

Taylor (2014) assert that "parents from lower socioeconomic backgrounds face many more barriers to involvement, including non-flexible work schedules, lack of resources, transportation problems, and stress due to residing in disadvantaged neighborhoods" (p. 162).

Parents are the core educators of their children before and during schooling. Parental involvement in their children's schooling from an early age is therefore of great importance (Cheung & Pomerantz, 2011). Despite attempts to encourage parental involvement in children's education, progress is being hampered by factors such as socio-economic challenges such as very low income status of parents, single-parenting, unemployment and a lack of supportive familial structures (Abrahams, 2013; Karibayeva & Bŏgar, 2014; Van Loggenberg, 2013). A number of studies in Ghana have shown that most parents do not show interest in their children's school

(Casely-Hayford, 2000; Gyamfi & Pobbi, 2016; Minor, 2006; Pryor & Ampiah, 2003b; Robertson, 2008). Some of these studies found that most of the parents were apathetic to the schooling of their children. These previous studies were not conducted in the present study setting. A search on the phenomenon on the internet also revealed that no such study has been done in the study area. This creates cultural and contextual gaps that need to be filled by this study. Also, these previous studies on the phenomenon employed either purely quantitative or qualitative methodology, thereby ignoring a mixed-methods approach. This implies that there is a methodological gap on the subject matter, and this creates a knowledge gap which needs to be filled by the current work.

It is worth noting that parents play a complementary role hence much attention needed to be drawn. While there was a good deal of previous research on the phenomenon of what happens inside the schools, little attention was paid to what happened within the homes and families to guarantee academic success. The level of parents' involvement in children's education in Fanteakwa North District was a question which needed to be addressed. This study sought to investigate parental involvement in preschooler's education in Fanteakwa North District.

1.3 Purpose of the Study

The study sought to investigate parental involvement in preschooler's education in Fanteakwa North District.

1.4 Objectives of the Study

This study was guided by the following objectives to:

1. assess the extent to which parents' supervision of homework influence their preschoolers' academic performance in Fanteakwa North District.

2. determine the extent to which parents' attendance to school functions contribute to their preschoolers' academic performance in Fanteakwa North District.

3. examine the extent to which the provision of learning facilities at home by parents influence their preschoolers' academic performance in Fanteakwa North District.

4. investigate the challenges parents face and their influence on their contribution towards the academic performance of their children in Fanteakwa North District.
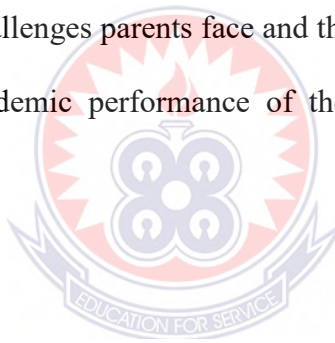
1.5 Research Questions

The main questions that the research sought to answer are as follows:

1. How does parents' supervision of homework influence their preschoolers' academic performance in Fanteakwa North District?

2. How does parental attendance to school functions contribute to their preschoolers' academic performance in Fanteakwa North District?

3. What learning facilities are available at home and how do those facilities influence the academic performance of preschoolers at Fanteakwa North District?

4. What challenges do parents face in contributing to academic performance of their children in Fanteakwa North District?

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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 will indicate that parental involvement can be used as a strategy to improve learner performance. It will also show how stakeholders perceive parental involvement as an influence in learner performance. 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. 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. It would additionally enable Non- Governmental Organizations, international Donors, and other foundations to assist parents to contribute greatly towards children's educational development. The findings of this study would be of immense benefit to the government, school administrators, parents, teachers, pupils and researchers. The researcher hopes that the findings in this study would contribute to the existing body of knowledge of parental involvement in their preschooler's education.

1.7 Delimitation

This study was delimited to parental involvement in their preschooler's education in Fanteakwa North District. The research setting was limited to pre-schools in the Fanteakwa North District in the Eastern Region. The study was delimited to the following variables: parental supervision of children's homework, parents' attendance to schools' academic functions, provision of learning facilities and the challenges parents faced. The variables were selected for the purpose of the study because of their relevance to the pupils learning activities. Social interaction in the family and at

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home play fundamental role in the development of cognition. Therefore, how the child interacts and the people he or she interact with at home can influence his or her learning process at school.

1.8 Limitations of the Study

The study had some limitations based on the reality that some respondents were unwilling to divulge information and this delayed data collection. Some respondents were reluctant to respond, and this caused a delay for the researcher to finish in time. However, the researcher encouraged the respondents to answer the questions, and she promised anonymity to them. Again, the respondents were assured of their confidentiality. They were also briefed on the purpose of the research and that the results were to be used for research only. In this regard, they willingly provided the information.

The study is limited because the sample consisted only of public kindergarten teachers who participated in it; its' findings regarding parental involvement, therefore, cannot be generalized to the whole population of Ghanaian kindergarten teachers.

1.9 Organisation of the Study

The research is presented in five chapters. Chapter one is the introduction which entails the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study and delimitations. Chapter two on the other side deals with the literature review related to the study. It explores the empirical framework, theoretical framework, and the conceptual framework. The chapter three focuses on the methodology. Chapter four presents the

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study findings and data presentation. Chapter five presents the summary of the finding, conclusions and recommendations of the study.

1.10 Definition of Terms

Parental involvement: refers to a situation where parents are directly involved in the education of their children, they involve themselves and are involved by the school and teachers in the learning process of their children, and they fulfil their duties as parents in making sure that the learner is assisted in the process of learning as much as they possibly can.

Parent: referred to a mother, father or guardian of a child and includes any person who is responsible under the law to maintain a child or is entitled to a child's custody.

Preschool: is a level of early childhood education in which children combine learning with play in a programme run by professionally trained adults.
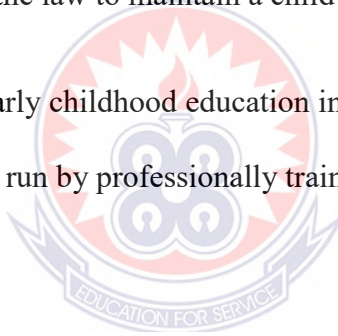
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

The chapter focused on related literature review for the study. The purpose was to identify gaps to become familiar with research done in the area of parental involvement in their preschooler's education and to provide a theoretical framework for the study. The literature was reviewed from related research work done locally and internationally, publications, internet and the social media.

This chapter is divided into two major aspects: Theoretical and Empirical review. Areas that are covered include the following sub-headings: overview of parental involvement, importance of parental involvement, level of Parental Involvement in Early Childhood Education of their Children, parents supervision of homework and its influence on their preschoolers' education, parents' attendance to schools' academic functions and how it contributes to their preschoolers' education, provision of learning facilities at home by parents, the challenges parents face and their influence on their contribution towards the educational development of their children and Summary of the chapter.

2.1 Theoretical Review

Theoretical perspectives provide the basis for research and inspire scholars to go further in the early childhood education. This is also true in the field of parent involvement. This section delineates two major theories related to parent involvement: (1) Epstein's

Framework of Six Types of parental involvement and (2) Bronfenbrenner's ecological systems theory. These two theories have a great impact on the research field, and thus are discussed with respect to parent involvement. Ecological systems theory and Epstein's Framework of Six Types of Involvement have each significantly impacted the parent involvement field.

2.1.1 Epstein's framework of six types of parental involvement

This study was guided by Epstein's theory, developed by Joyce Epstein in 1995 which involves a framework defining six different types of parental involvement. Epstein's framework of six major types of parental involvement is among the most useful tools defining parental involvement practices and linking them with certain types of outcomes. This widely accepted framework guides educators develop comprehensive family school partnerships. The theory describes the challenges that may emanate from each type of parent involvement as well as the expected results of implementing them for the learners, teachers and parents. The work of Dr. Joyce Epstein has supported the meaning of parent involvement and identified the premise stating that parent involvement should go beyond school and home, inviting a partnership between homes, schools and communities (Wright, 2009). The six types of parental involvement include: parenting (helping families with childrearing and parenting skills), communicating (developing effective home-school communication), volunteering (creating ways that families can become involved in activities at the school), learning at home (supporting learning activities in the home that reinforce school curricula), decision-making (including families as decision-makers through school-sites councils, committees) and collaborating with the community [matching community services with family needs and serving the community] (Epstein, 1995).

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Each type of involvement encompasses a variety of practices to be undertaken by teachers, parents, and pupils and is theoretically linked with a variety of distinct outcomes for pupils, teachers, and parents as well. Educators, along with parents, are encouraged to select those practices likely to produce the types of outcomes that coincide most closely with their needs, goals, and capacities. Epstein emphasized that not all parental involvement leads to improve pupil achievement. The selected results (produced by each of six types) that should help correct the misperception that any practice involves families will raise children's achievement test scores (Epstein, 1995). She further noted that while certain practices are likely to influence pupils' test scores, others are designed to produce outcomes related to attitude and behaviours.

According to Angion (2009), parental involvement connects to the child's cognition, verbal communication and socio-emotional intensification and increases children's attainment. Georgiou (2008) found out that child's achievement in school is related to the attributing behaviour of parents. Desforges with Abouchaar (2003) stated that there would be a high level of achievement if there is parental involvement. Grolnick and Slowiaczed (1994) conceptualized parent involvement in education as a multi-dimensional construct that includes communication between families and schools. Based on this theory, involvement reflects academic socialization such as communicating the importance or value of education and linking school work to learners' interests. The concept in the theory concurs with Epstein's assertion.

Epstein notes that many of the possible secondary or indirect effects of a particular parental involvement practice are not yet understood. For example, parental involvement in type three (Volunteering) or type five (Decision-making) activities may result first in parents' feeling more connected with their children's schools,

which may, in turn, lead to other types of involvement that will eventually produce outcomes related to children achievement.

She defines parental involvement as families and communities who take an active role in creating a caring educational environment. She further asserts that parents who are involved with their children's education are those who consistently demonstrate good parenting skills, communicate with the school staff, volunteer their time in the school, help their children learn at home, take an active role in school related decision making, and who regularly collaborate with the school community. Epstein's extensive work on school family-community partnerships, Epstein outline schools' responsibilities with respect to each of the six types of involvement established in her framework. A few sample practices are mentioned for each type of involvement. There are, however, many more practices corresponding to each type of involvement.

Type one: Parenting. Schools must help families create home environments that support learning by providing them with information about such issues as children's health, nutrition, discipline, adolescents' needs, parenting approaches. At the same time, schools must seek to understand and incorporate aspects of their pupils' family life into what is taught in the classroom. Schools are challenged to ensure that all families who need this type of information receive it in appropriate ways. Outcomes associated with type one activities include improvements in students' behaviour, school attendance, time management skills, and awareness of the importance of school. Parent outcomes encompass improved confidence in, and understanding of, parenting practices, awareness of the challenges in parenting, and a sense of support from schools and others. Teacher related outcomes include foremost a better understanding of, and respect for, their students' families (Epstein, 1995, p.712).

Type Two: Communicating. Some schools have taken special steps to ensure that parents are brought to the schools early in the academic year, before pupils develop problems, so that their first communication with them may be positive in nature. School must employ a variety of techniques for communicating with parents about their children's progress, decisions affecting their children, and school programs in general. These include parent teacher conferences, phone contact, report cards. Some schools sign contracts with parents in which expectations for pupils, teachers, and parents are clearly delineated. Outcomes associated with type two activities include students' improved awareness of their own academic progress, more informed decisions about courses, and an understanding of school policies related to their conduct. Parents are likely to grow in their understanding of school programs and policies. They will develop familiarity in interacting with teachers and a greater capacity for monitoring their children's progress and responding to their problems. Teachers are expected to develop diverse mechanisms for communicating with parents and an ability to tap the parent network to elicit family views on children's progress (Epstein, 1995, p.717).

Type Three: Volunteering. Schools enhance their connection to families by encouraging them to volunteer in school activities and attend school events. Parents who volunteer grow more familiar and comfortable with their children's schools and teachers. Volunteering efforts that tap parental talents enrich school programs and, particularly in upper grades, facilitate individualized learning. The use of a volunteer coordinator is advised especially at secondary school levels, where coordination of volunteer talents and time with teacher and student needs becomes increasingly complex. Schools are challenged to define the term volunteer broadly enough to accommodate a wide range of parental talents and schedules. They are also

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challenged to encourage pupils to volunteer in their community as part of the learning process. Type three activities are designed to enhance pupils' skills in communicating with adults; provide them with exposure to a wide variety of adult skills, occupations, etc. and help them develop their own skills with the support of volunteer tutors and mentors. Parents are likely to develop a greater appreciation for the work of teachers, develop their own skills, and grow increasingly comfortable in working with their children and interacting with others at school. Finally, teachers will be able to pay more attention to individual pupils as a result of volunteer help. They are also likely to become more open to involving parents in varied ways and develop an appreciation for the parental talent base (Epstein, 1995, p.726).

Type Four: Learning at Home. Most parental participation in children's education occurs in the home. Schools must capitalize upon what parents are already doing by helping them to assist and interact with their children at home learning activities that reinforce what is being taught in school. Schools should aim to increase parents' understanding of the curriculum and the skills their children need to develop at each stage in their schooling. Schools must also inform parents about their systems of tracking pupils and other practices so that parents may help make decisions that are in their children's best interests. Type four activities may help bridge any cultural or class disconnect between home and school environments. Schools are thus challenged to design a menu of interactive work that taps parents' support skills and involves them in the learning processes. Schools must also work with parents to ensure that pupils set academic goals, prepare for career transitions, and make appropriate course selections. Outcomes associated with type four activities include improved student test scores and other skills linked to homework. Students are also more likely to view themselves as learners and to see their parents as teachers. Type four activities are

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also associated with more homework completed and better attitudes toward schoolwork. Parents may begin to perceive their children more as learners and develop confidence in their own abilities to teach and support the educational process. They are also more likely to engage in discussions of schoolwork with their children. Type four practices can help teachers develop better homework assignments. Among other things, teachers are expected to develop greater satisfaction with family involvement as they witness the support all types of families are able to provide students (Epstein, 1995, p.733)

Type Five: Decision-making Involving parents in governance, decision-making, and advocacy roles is yet another strategy for fortifying links between schools and parents. As parental participation in decision-making, when it is comprehensive program involving parents in learning support activities as well, is associated with improved student outcomes. Parent and community involvement in decision-making may also help make schools more accountable to the community. Parental participation in school decision-making may be strengthened by including parents in school site councils, parent-teacher associations, and other committees. Outcomes from type five activities include the benefits of policies that are enacted on behalf of pupils. Pupils are also likely to become aware of family representation in school decisions. Parents are expected to develop opportunities for input, feelings of ownership, an understanding of policies, and a sense of connection with other families. Teachers will likely become increasingly aware of the role of parents' perspectives in policy development (Epstein, 1995, p.736).

Type Six: Collaborating with the Community. Schools and families must draw regularly upon community resources to support their efforts to educate children. In

fact, community representatives and resources may be tapped for each of the other five types of involvement: communicating with families, volunteering, supporting learning, and participating in school committees. Pupils' outcomes are greatest when families, schools, and community organizations and leaders work together. Children are provided with more opportunities for learning and for linking school knowledge with real world opportunities. They associate with individuals, other than their parents and teachers, who reinforce the importance of learning. Outcomes associated with type six activities include increased skills and talents for those pupils participating in productive extra-curricular programs. Pupils may also develop a better understanding of the real world and career options. Parent related outcomes include an awareness of local resources they can tap to support their children and families. They will also be more likely to interact with other families in the community. Teachers are expected to develop an understanding of resources available to enrich the curriculum. They should also develop a capacity for working with and tapping a variety of community partners (Epstein, 1995, p.739).
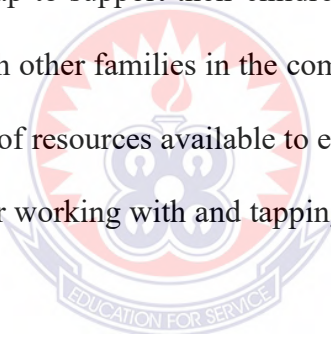
Learning is complex; it begins at birth and continues throughout life. Parents have a well-built influence on the learning of their children and are labeled as the first teachers and role models for their children. Parental involvement is an accumulation of definitions from a myriad of research, and the many definitions can make researching involvement more challenging (Wright, 2009). Connection implies the bind of resources by parents for the assistance of the child, and the total number of dealings in which the parents assisted in order to add either straightforwardly or in a roundabout way in the learners' educational undertakings. While there are varying models of parental involvement, Epstein's is the only one that has undergone extensive review by the research community. Furthermore, according to Wright

(2009), Epstein's model provides well defined and useful guidelines for others to follow.

Tett (2001) argued that in order for parents, particularly from disadvantaged communities, to fully participate in the educational process. Some of the control that professionals have imposed on schooling for so long will have to be released and parents would needs to be regarded as people with important contributions to make as collaborating educational partners. Epstein (1995) has extensively discussed various social factors which might influence the academic performance of children by the involvement of parents. She discussed in her framework of six types of parental involvement in the academic activities of their children that these six types have major role in better academic performance of children. She holds that supportive learning activities in the home that reinforce school curricula might enhance the academic performance of children.

Children assimilate new learning and accommodate their own incorrect views of the world more quickly if they are more actively involved with people and things in their surroundings. In this regard, children learn best when they have opportunities to interact with their environments, and particularly with their parents who are a vital part of children's environments (Athey, 2007). For example, parent involvement activities such as practicing interactive homework creates opportunities for children to interact meaningfully with their parents such that children construct their own knowledge within both a social and physical environment through this process (Bailey, Silvern, Brabham & Ross, 2004).

As a consequence, Epstein's Framework of Six Types of Involvement supports the idea that parent involvement is a crucial factor in children's development and achievement.

2.1.2 Application of the Epstein's theory on the present research

This study focuses on parental involvement in their preschoolers' education where the six types of parent involvement as noted by Epstein forms the basis of good performance in early childhood education. The theory therefore becomes useful in this particular study.

Epstein's theory is applicable to this study because it provides a comprehensive notion on how parents can be involved in school activities through pre-school functions, assisting children to do homework, modeling children's behaviour and preparing study time and space. The theory is relevant to the current study by involving parents in a number of different ways. Every state of involvement can be used throughout the children's education to keep children, parents and teachers connected.

The theory also becomes useful by way of enhancing children educational development.

Epstein's theory is applicable to this study because parents' can do the following tasks:

1. Supervise their children and helping them do homework;
2. Encourage them to read books and newspapers;
3. Discuss their school related problems with them;
4. Motivate them to learn;

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5. Ensure that children go to school regularly;

6. Provide pocket monies, food, books etc

7. Visit their schools to assess their performance, and

8. Attend Parent – Teacher Association meetings, speech days, open days

Parents supervising their children, helping them do homework and spending quality time are forces outside the classroom that influences and promotes pupil's learning. The school and the parents need to work closely together for each other's benefit and finally for the benefit of the pupils. Epstein (1995) argued that school, family, and community are important spheres of influence on children's development and that a child's educational development is enhanced when these three environment work collaboratively toward shared goals. Epstein (1995) encouraged schools to create greater overlap among home, school, and community through the implementation of activities across six types of involvement: parenting, communication, volunteering, learning at home, decision-making, and collaboration with community. By implementing activities across all six types of involvement, educators may help improve student's achievement.

2.1.3 Ecological systems theory

This study is also based on ecological systems theory developed by Urie Bronfenbrenner in the year 1977 in an attempt to explain the effects of parental involvement in their children's academic achievement in public secondary schools. The theory is formulated around academic achievement which encompasses various dimensions of student interactions including school, family, community and social factors (Perna, 2007).

According to ecological systems theory, there are four types of systems which contain roles, norms and rules that shape development. The system includes a microsystem, mesosystem, exosystem and macrosystem. The inner most level is the micro system which include the immediate setting in which the child lives and refers to the family, peers school as well as activities, roles and relationship in their immediate surroundings (Keenan, Subhadra & Crowley, 2016; Berns, 2013). As such, the relationship between a child and the parents tends to have a stable and enduring effect on the child's acquisition of knowledge and morals. Mesosystem involves the relationships among micro systems such as home, school and neighbourhood (Donald, Lazarus & Lolwana 2006). This involves the connections which bring together the various contexts in which the child learn (Keenan et al., 2016). Thus, there is need to ensure that there is good relationship between the school and home. The two are supposed to work as a team so that the child will benefit from the teachers and the parents. Parental involvement in a child's education along with environmental and economic factors may affect the child (Hafiz, Tehsin, Malik, Muhammad & Muhammad, 2013). The parents should ensure that they assist their children with homework. Homework can also give parents an opportunity to see what is going on in school, serving as a link between the school and home (Tina & McComb, 2008). The close ties between the school and home assist in boosting the confidence and moral of the learners. Hence, parental involvement in schools is linked with academic achievement (Hafiz et al., 2013). Supportive or unsupportive parental can affect the academic performance of the learners.

Ghazvini and Khajehpour (2011) have noted that, the greatest barriers to academic achievement for a good number of students are attributed to lack of parental involvement in children's education. Parents are therefore obliged to invest both time

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and money for the development of their own children. Exosystem involves the social settings and institutions that do not directly involve the child yet they can have a profound impact on their development (Keenan et al., 2016). The way the parents use their time and money have a long- lasting outcome on the development of their children. Social status of the parents affects the children not because poor families have less money to invest in their children, but because low income reduces the parent's ability to be good (Tina & McComb, 2008). They fail to be good by not giving the social support to their children. Due to being economically underprivileged these parents wrestle for the survival of their families. On the other side of the coin the privileged families also affect their children. Parents may not have quality time with their children due to work constraints. The macrosystem refers to the attitude and ideologies of culture. The ecological systems theory attempts to explain the differences in individual's knowledge, development and competences through the support, guidance and structure of the society in which they live. Interactions between numbers of overlapping ecosystems affect a person significantly. While parents and teachers work together to educate children, it happens through the mesosystem. Variations in any one layer will ripple throughout other layers (Paquett & Ryan, 2001).

Bronfenbrenner's work is also evident throughout the parent involvement literature. His work has been instrumental in moving the field away from a unidimensional view of parent involvement toward a multidimensional view of parent involvement. It has greatly contributed to the examination of parent involvement in the home and parent involvement in the school. Shumow and Miller (2001) and McWayne (2011) utilized the ecological systems theory to separate the two most important systems for students as it relates to parent involvement and academic achievement; home and school. This

led the authors to examine parent involvement in the home and parent involvement in the school as separate aspects of parent involvement. Furthermore, Shumow and Miller (2001) examined the impact of gender, parental education, and school adjustment on the level of parent involvement and its relationship to academic achievement. The instability and unpredictability of family life gives children little interactions with parents and this according to Bronfenbrenner is the most destructive force to a child development. Primary relationships must be those that last a life time such as with parents and cannot be replaced with others. Teachers cannot become parents but can educate parents about the development needs of children.

2.1.4 Application of the theory on the present research

Bronfenbrenner's ecological systems theory is applicable to this study because it has greatly contributed to the examination of parent involvement in the home and parent involvement in the school. The theory is relevant to the current study because it classifies parent involvement in the home as part of the microsystem and parent involvement in the school as part of the mesosystem. The theory emphasise the importance of parents playing an active role in their children's education and keeping a strong and positive relationship with schools. Parents can contribute positively to their children's education by assisting them with their academic work at home, attending Parent – Teacher Association meetings, speech days, open days and providing relevant text and reading books for the children to study.

2.2 Overview of Parental Involvement

Parental involvement refers to a situation where parents are directly involved in the education of their children, they involve themselves and are involved by the school and teachers in the learning process of their children, and they fulfil their duties as

parents in making sure that the learner is assisted in the process of learning as much as they possibly can. It does not just refer to parents enquiring about the performance of a learner in schools, but also in them taking a role in communicating with their children with the aim of having a healthy relationship with them, so that the process of encouraging, mentoring, leading and inspiring may be genuine (Clinton & Hattie, 2013, p.324). Traditionally, parental involvement in education included contribution to their children's home-based activities (helping with home-work, encouraging children to read, and promoting school attendance) and school-based activities (attending Parent-Teachers' Association meetings, parent teacher conferences, and participating in fund raising activities). Hixson (2006) explained that involvement of parents in decision making is often cited as one of the most important ways to improve public schools. Parental involvement makes an enormous impact on the children's attitude, attendance, and academic achievement and promotes better cooperation between parents and school. It also allows parents and teachers to combine efforts to help the children succeed in school (Dampson & Mensah, 2010).

Parental involvement includes a range of practices by the parent toward their children that are intended to promote the latter's motivation and educational achievement such as discussing school with children and monitoring children's progress. Parental involvement is multidimensional, and that has made it difficult to define it (Hill & Taylor, 2014). For example, Epstein (2001) suggests six categories of involvement: parenting, communicating, volunteering, learning at home, decision making, and collaborating within the community. Grolnick and Sowiaczek (1994) describe three categories of involvement: behaviour, cognitive-intellectual and personal. Most commonly, parental involvement is categorised in home-based and school-based involvement (Galindo & Sheldon, 2012).

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School-based involvement includes practices taking place at school. For example, attending school events and conference and volunteering. Home-based involvement is related to practices taking place outside of school such as learning activities at home, reviewing the child's work, monitoring their progress, helping them with homework, and discussions about school events (Hoover-Dempsey & Sandler, 2005).

Parental involvement in a child's education is known to have substantial contribution towards a number of positive outcomes of the child. Such outcomes include high expectations of children, improved academic performance and good behaviour (Dampson & Mensah, 2010). Epstein (1995) posited better school attendance, lower rates of suspension, decreased use of drugs and alcohol and fewer instances of violent behaviour are the results of parental involvement in their children's education. One key aspect of Parental involvement is the Parents ability to monitor child activities such as their time and choice of programmes on television, regulate playing time after school, supervise child to do homework. These factors are believed to influence the child's studies after school (Dampson & Mensah, 2010). Cho and Han (2004) also explained that a parent monitoring activities include the following; the ability of parents to regulate the child exposure to media content especially to television and computer games, set time for child to study and complete their homework after school hours, to regulate the time children spend playing after school , ability of the parents to guide the academic progress by helping student to select subjects , and lastly the ability of parent to monitor the return of their children from school.

Asamoah-Addo (2001) is of the view that the role of parents in providing Education for the Ghanaian child posits that parents should provide: the child with the basic school materials such as uniforms, bags and stationery needed by their children for

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their school; well-balanced diet to their children to ensure their proper physical and mental development so that they can cope with school work; shelter and enabling home condition, which may be supportive of school work; children with the requisite psychological needs of love and security to enable them attend to their school activities with the right mental disposition; and they should pay user fees and other extra fees that are charged in the school for effective teaching and learning (Asamoah-Addo, 2001). According to Asamoah-Addo (2001) parents can also provide social and moral education by inculcating into the child, some acceptable moral and social values such as:

1. Language learning including the polite, disciplined and respectful use of language;
2. Learning gender based rules and recognition or acceptance of family status;
3. Learning good social and moral behaviour including humility, honesty, greetings and other etiquette;
4. The learning of culture;
5. Obedience to elders and authority;
6. Care for other people and co-operative behaviour.
7. Personal hygiene and environmental cleanliness;
8. Some vocational leisure skills and habits (Asamoah-Addo, 2001).

Most parents today primarily care about their children's academic success. As long as their children study, other things have become secondary, or do not even matter, at home.

Countless parents work hard to provide their children with living conditions and educational opportunities that they themselves lacked. The act of bringing up the child

is the responsibility of both parents in the nuclear family in Ghana. A parent solely provides his or her children with the basic needs, emotional support, and psychological, economic and other educational support. There may, however, be some help from the extended family members and friends. In sum, parental contributions can take the form of helping children to do their homework, reading textbooks, paying their fees (if any) and other levies regularly; discussing their school related problems with them; organizing special classes for them; ensuring that they go to school; visiting their schools to find out about their progress; attending Parent-Teacher Association meetings; interacting frequently with their teachers and counselling them. Parents, who fail to support in this regard, should in no doubt, be surprised to see arising acts of streetism, teenage pregnancy, school dropouts, rape cases, drug abuse, armed robbery, youth unemployment and other social deviant behaviours.

2.3 Importance of Parental Involvement

Parent involvement in education is crucial. No matter their income or background, children with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behaviour and adapt well to school. Centre for Child Well-Being (2010) suggests that parental involvement in their children's learning not only improves a child's morale, attitude, and academic achievement across all subject areas, but it also promotes better behaviour and social adjustment. Centre for Child Well-Being (2010) further says that parental involvement in education helps children to grow up to be productive, responsible members of the society. This means that if we involve the parents in educating their children, it is tantamount to saying that the school is proactive in implementing changes or development among the pupils. Hornby (2011) opined that parental involvement is a significant element in education and can also be achieved through

home-based parental involvement like listening to the child as they read, helping them in completing their homework as well as school-based activities, which include attending parents meeting and education workshops.

Epstein (2001, 2009), is of the view that there are many reasons for developing and establishing a partnership between school, family and community. The main reason for such a partnership is to aid children in succeeding at school. Other reasons include improving school climate and school programs, developing parental skills and leadership, assisting families in connecting with others in the school and the community, and assisting teachers with their work. All these reasons emphasize the importance of parents playing an active role in their children's education and keeping a strong and positive relationship with schools. A study by Epstein (2009) found an increased academic achievement of children who experienced parental involvement. The study also indicated that parental involvement is most effective when viewed as a partnership between educators and parents (Epstein,

2009). Research shows that parental involvement is more important to children's academic success than their family's socioeconomic status, race, ethnicity, or educational background (Amatea & West, 2007). Parental involvement can encourage children's achievement in many ways. One way that parents can contribute positively to their children's education is to assist them with their academic work at home. Parents who read to their children, assist them with their homework, and provide tutoring using resources provided by teachers tend to do better in school than children whose parents do not assist them (Izzo, Weissberg, Kasprow & Fendrich, 1999).

Furthermore, research shows that the level of parental involvement is associated with academic success. Children whose parents are actively involved in their schooling

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benefit better than children whose parents are passively involved. Specifically, if parents attend teacher conferences, accept phone calls from the school, and read and sign messages from school, their children will benefit academically more than children whose parents do none of the above. Furthermore, children excel even more when their parents assist them at home with their homework, attend school sponsored events, and volunteer at their children's schools (Suizzo, 2007). Parents play a significant role in their children's moral thinking (Grusec, Goodnow & Kuezynski, 2000). Ryan (2005) reported that academic achievement is positively related to having parents who enforce rules at home. The obviousness of the research findings reported that parent involvement improves faces of children's education such as daily attendance (Simon, 2004). In the United States of America evidence of parent involvement in education exists both at home and within the school. According to Echaune,

Ndiku and Sang (2015) recognizes parents' involvement and empowerment in determining the quality of teaching and learning processes in schools. Chindanya (2011), carried out a study on parental involvement in primary schools of Zaka District in Zimbabwe, and the results revealed many benefits. Some of the benefits of parental involvement included promotion of pupils' motivation, teacher motivation, improved school attendance and good behaviour.

Parents are already involved as primary teachers of their children as soon as they are born, and it makes sense to continue involving them in the formal education of their children (Liu & Liu, 2000). Hill and Craft (2003) assert that social competence in children is directly linked to increased parental involvement, while Brody and Flor (1998) found that an increase in parental involvement contributed to an increase in

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social skills as well as the ability for students to manage and self-regulate their own behaviours. Furthermore, other cross-sectional and longitudinal studies have consistently shown that parental involvement is also associated with an increase in language development and skills that support academic success in early childhood (Grolnick & Slowiaczek, 1994). Parental involvement in early childhood has also been associated with higher reading and math scores, fewer attendance issues, and fewer behavioural problems in students (Hiatt-Michael, 2001).

In today's educational society, when parental involvement strategies and practices are implemented amongst the teacher and the parent and a working relationship is formed, it enables the student to practice and acquire the necessary skills for both the classroom and home life (Aldridge, 2015). The Aldridge (2015, p.12) states, "When parents are involved in their children's education at home, they do better in school. And when parents are involved in school, children go farther in school and the schools they go to are better". Jeynes (2012) advises parents to set the groundwork for this relationship by developing a well-rounded household that is loving and supportive, and communicating expectations with their pupils will all lead to the greater understanding and conformability of their role as a parent in their pupils' education. Through hard work and dedication to one another, parents and schools benefit from each other and positively impact the value of the pupils' education (Warren, Noftle, Ganley & Quintanar, 2011). Children spend more time with their families during the first ten years of life than in any other social context and that is why the relationship between the home life and school life is strong (Patrikakou, , 2005).

The time the child spends with the parent is most important to instill education and society norms that will provide the groundwork for future success in the child's endeavors inside and outside of school. Folk (2015) states, "when schools, parents, families, and communities work together to support learning, pupils tend to earn higher grades, attend school more regularly, stay in school longer, and enroll in higher level programs." The time parents spend getting to know their children and keeping that relationship in good standing will enable the parent to be an active member of the student's success, "the experiences that parents afford students at home will be an extension of the efforts from school, which promotes the development of knowledge" (Folk, 2015).

Throughout the student's educational career, it is important that parents are involved because there will come a time when the family and school will lean on each other for insight, guidance, and support. The team that is formed between the school and family will support and aid in forming a path for each child to the greatest, well-rounded education available to them (Keller, 2011). McFarland-Piazza, Lord, Smith, and Downey (2012) suggested the main element of a parental involvement initiative must have a central focus on the parent-teacher relationship which is vital to the learning environment and continuum of the student. To build an even stronger and successful parent-teacher relationship, both parties must look at incorporating mutual traits such as respect, cooperation, and a strong and unbiased understanding between the teacher and parent. The impact families and parents have on the level of educational achievement of the student is achieved through various practices. Patrikakou (2005) suggests several factors that promote how parental involvement shapes student outcomes:

1. Interventions with a family support component positively affect children's outcomes.

2. Parental involvement is a mechanism through which the long-term effect of intervention is achieved.

3. Indicators of parent involvement are associated with significantly higher levels of school performance and success.

A supportive parent that is actively involved and engaged in their pupils' education may positively effect that student's education. Research at the University of New Hampshire provides empirical data to support that parental involvement is positively correlated to student performance. The sample of students was sufficient to confirm the positive relationship exists between parental involvement and student performance (Houtenville & Conway, 2008).

2.4 Level of Parental Involvement in Early Childhood Education of their Children

Parents' involvement in their children's education is important particularly because they are the first stakeholders to contribute to the provision of effective education for their children during the formative years. Being the first educators of their children, parents have a responsibility to support their children's education in nursery schools. They need to contribute differently and support ECE institutions. Parental involvement plays an important role in general school culture. Deal and Peterson (2009) stated that "A school, by its essential nature, must be an open system with highly permeable boundaries" and "parts of the school culture must reach out and connect with parents" (pp.184-185).

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Parents' active involvement during the pre-school years have been associated with children's pre-literacy development, acquisition of mathematical skills, well developed social skills and positive attitudes toward school (Arnold, Zeljo, Doctoroff & Ortiz, 2008).

Parents have a major impact on the success of the process of education and upbringing of children. Involvement of parents is related to their position at home (monitoring the learning of children), as well as participation in activities organized at school (parent teacher conferences, volunteer activities, various forms of parental activism, workshops and seminars for parents). It is well established that parental involvement is correlated with school achievement of children (Long, 2007). Research findings suggest that parental involvement at home, such as reading books to children and interactions between parent and child, may be beneficial to preschool children's educational outcomes and contribute to early literacy skills (Powell, Son, File & Froiland, 2012; Bracken & Fischel, 2008).

In the United States, Holloway, Yamamoto, Suzuki and Mindnich (2008) suggest that involvement of parents has an affirmative impact on the learners' overall achievements because parents who are actively involved in the education of their children often are more knowledgeable with regards to the school's objectives and procedures, assist children to learn ways of enhancing their perceptions of competence, communicate the significance of education to children and control over achievement outcomes and structure learning experiences that result in skill development. This implies that active parents make efforts to be cognizant about their child's school aims and objectives towards their children's education and become active players in determining how the school should pursue them.

Desforges and Abouchaar (2003) opine that parental involvement in learners' academic performance refers to different activities which include: good parenting at home and providing the necessary assistance with homework. Zoppi (2006) concurs with this by positing that parental involvement in learner's academic performance is a wholesome term that means they participate by responding to school obligations, giving encouragement, supervise their homework, model the desired behaviour and provide supplementary tutoring.

Parhar (2006) is of the view that parental involvement in children's education leads to transformation of the parents from being passive education supporters to proactive members of the school community and society in general. Moreover, if learners can perceive their active participation and support towards their learning between home and school, they too become excited. As a result, they thus tend to realize the importance of learning, and consequently their intrinsic motivation for learning increases. Findings from research also show that if learners' parents are actively involved in the education of their children then their attendance, achievement, discipline and health improve remarkably (Brooks, 2009). Vassallo (2000) confirms that parental involvement in their children's education is a strong predictor of the learners' overall academic performance. Therefore, if the child is to achieve more, the parent likewise must be more involved in their learning.

Research has found that school factors greatly influence on parental involvement in their learners education (Ndani, 2008). She also found that there was a remarkable difference in the level of involvement in pre-school activities among the communities in various preschool sponsorships (Ndani, 2008). Again, she noted that higher involvement of parent was in private schools where the respondents with higher

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academic qualification took their children (Ndani, 2008). In private schools the most popular method of involvement was communication as most private schools required the guardians to make comments and append their signatures in their children's home assignments. Other activities in private schools include one to one conference between the teacher and parents, suggesting places for field trips, accompanying children in trips and end of term discussion on children's performance. Public schools in addition to attending meetings, parents were sometimes involved in deciding on matters related to provision of learning materials among others. Ndani (2008) noted that paternal and maternal parents in both two-parent and single-parent families are most likely to be highly involved if their children attend private as opposed to public schools. The policy framework in private schools makes parental involvement higher (Ndani, 2008).

Parental involvement has a positive influence on the children's academic success (Fan & Chen, 2001; Jeynes, 2012; Henderson & Mapp, 2002). In particular, parental involvement has more effect on children's test scores than GPA (grade point average) (Jeynes, 2016). According to Shaver and Walls (1998), children with high levels of parental involvement are better in reading and math than those with a low level of parental involvement. Several studies have shown that parental involvement in pre schooling activities has positive effect on children's early developmental process. Research has advanced from a search for specific "parent involvement" activities that will produce better child outcome to a recognition that often subtle relationship variables between parents and children and between parents and teachers strongly influence both parents decisions to become involved (Hoover-Dempsey & Sandler, 2005) and the outcomes achieved through family-school engagement (Jeynes, 2012). There is emerging evidence that the quality of the parent- teacher relationship

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influences parents' efforts to engage their children in discussions of academic success, which in turn produces improved academic achievement (Hughes & Kwok, 2007).

According to McWayne, Hampton, Fantuzzo, Cohen, and Sekino (2004), parent participation practices can include attending parent –teacher conferences, participating in extended class visits and helping class activities. The frequency of parent-teacher contact in these activities affects the child's preschool performance. Parents who maintain direct and regular contact with the early educational setting and experience fewer barriers to involvement have children who demonstrate positive engagement with peers, adults and learning. The quality of parent-teacher relationship also appears to be a factor in the success of interventions designed to develop pro-social behaviours among young children with behaviour problems (Sheridan, Bovaird, Glover, Garbacz, Witte & Kwon, 2012). Quality of early education is associated with parental involvement. Study shows that the parents have important roles in ensuring the quality of education in schools and such involvement makes a difference (Alam, 2015, p.1).

Parents can involve different types of school based activities. According to Epstein and Sheldon (2002), school –based engagement includes such practices as communicating teachers, helping in the classroom, attending school events, participating in parents- teacher conferences, and being involved in a parent – teacher organization. Anderson and Minke (2007) stated that parent's first responsibility is to make children go to school and keep them safe. Parents are also required to help their children to increase their academic functioning. Research over the past several decades has documented a positive link between parental involvement and children school success (Epstein, 2010). The role of parental involvement plays in the

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academic performance of children has been a subject of keen interest to educators for at least the past four decades (Bower & Griffin, 2011). The

Epstein model emphasized six specific types of behaviour on the part of parents that were assumed to promote children's achievement in school: (a) Positive conditions in the home, (b) Communication between parents and children about schoolwork, (c) Parental involvement in school, (d) Learning activities at home, (e) Shared decision making with the school, and (f) community partnerships between parents and school personnel (Epstein, Sanders, Sheldon, Simon, Salinas & Jansorn, 2009).

Rafiq, Fatima, Sohail, Saleem, and Khan (2013) described four types of activities as parental involvement: helping children in reading, encourage them to do their homework independently, monitoring their activities inside and outside the four walls of their house, and providing support for their learning in different subject. Grace et al. (2012) refer to helping with homework, talking to teachers, attending school functions, taking part in school governance as parental involvement activities. According to Australian Research Alliance for children and youth for the Family–School and Community Partnerships Bureau (2012), parental engagement consists of partnership between parents, schools and communities, raising parental awareness of the benefits of engaging in their children's education and providing them with the skills to do so. Schools with strong parents' engagement were four times more likely to improve student reading over time and ten times more likely to improve student learning gains in mathematics (Bryk et al., 2010).

Parental involvement not only enhances academic performance, but it also has a positive influence on student attitude and behaviour. A parent's interest and encouragement in a child's education can affect the child's attitude toward school,

classroom conduct, selfesteem, absenteeism, and motivation. 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, 2012; Houtenville & Conway, 2008).

2.5 Parents Supervision of Homework influence their Preschoolers' Education

Parents often become involved in their child's education by helping them with their homework. Homework can have many benefits for children. Providing children with homework creates opportunities for interactions among families. In addition to that, it helps children develop good study habits, cultivates a positive attitude towards school, and helps parents and children realize that learning happens outside. Parents can be a significant tool in encouraging students to complete homework assignments and other activities, in setting personal goals for success in school and in preparing for postsecondary education or work (Epstein, 2009). Aswani (1991) has argued that parental involvement is a function of a parent's beliefs about parental roles and responsibilities, a parent's sense that she or he can help her children succeed in school, and the opportunities for involvement provided by the school or teacher and the parent helping the child at home. Baker and 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. Cooper (1989) has defined homework as tasks assigned to learners by school teachers to be done when learners are at home. Parental involvement in children's homework during the early childhood years has been found to be very essential. Research has established that, parents normally get involved in pupils'

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homework for they expect them to perform better academically at all levels of their education (Levin, 1997).

Desforges and Abouchaar (2003) opined that parental involvement in learners' academic performance refers to different activities which include: good parenting at home and providing the necessary assistance with homework. Zoppi (2006) concurs with this by positing that parental involvement in learner's academic performance is a wholesome term that means they participate by responding to school obligations, giving encouragement, supervise their homework, model the desired behaviour, and provide supplementary tutoring.

One way of supporting learning at home is to help children with their homework. Today, parents seem to understand that pupil academic achievement is correlated to homework completion, and, indeed, most parents are in favour of children doing academic homework after school. As a result, parents involve themselves directly in their children's homework (Duffet & Johnson, 2004). In this regard, Cooper, Robinson and Patall (2006) and DiPietro and Cutillo (2006) show that children who do homework have better school outcomes than those who do not, and Tina and McComb (2008) stress that homework provides many other educational benefits for pupils, such as developing good study habits or fostering responsible character traits and independent lifelong learning. Moreover, homework can also give parents an opportunity to see what their children do at school, serving as a vital link between schools and families, and increasing communication between parent and child (Cooper et al., 2006). Children may consider homework to be more pleasant if their parents are involved, as they may be more attentive and adopt a more positive mood (Katz, Kaplan & Buzukashvily,

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2011), derive greater enjoyment from homework (Shumow & Miller, 2001), and perceive homework activities as easier to solve (Frome & Eccles, 1998). Therefore, it is evident that parental involvement in children's homework developed and fostered learners' initiative and cultivated parental responsibility.

Research has established that homework creates opportunities for important interactions among schools, families, especially parents, teachers, pupils and other family members as well as caregivers (Kathleen & Hoover Dempsey, 2001). Studies by Goodwin and King (2002) indicated that parental participation in children's homework has been found to be used by schools to enhance involvement in their children's schooling. However, schools must be aware of parents' need for assistance and support by equipping parents with appropriate knowledge, skills and attitudes so as to be effectively involved in their children's schooling in order to impact positively on their educational achievement. Further, Shumow and Miller (2001) revealed that parents established suitable learning processes or strategies fitting for learners to follow in order to accomplish the given homework assignments. They have also discussed learners problem solving strategies which help them to be more equipped with problem solving skill and ability to apply or transfer learning to real life experiences as well as encouraging learners to self-monitor, focus attention to the task at hand and encourage children to manage emotional responses to homework. In summary, many children cannot succeed in school by themselves. They need parental support. One way for parents to support their children is by helping them with homework.

1. Provide a Quiet Place: It is important that children have a suitable place to do their studying. This should be a quiet, organized place, away from the distractions of the home (television, phone, and loud music).

2. Reward Progress: Parents should use a lot of praise to reward good achievement and display their child's good work.

3. Talk about Homework: Parents need to talk to their children each day about their homework. They should check the student's homework to be sure it is complete and ask their child questions about the homework. But they should not do the homework for the child.

4. Schedules: It may be necessary for parents to help their child develop a homework schedule. Parents may also need to help their child break their homework into smaller tasks, and help them plan for long term assignments (Murithi, 2003).

2.6 Parents' Attendance to Schools' Academic Functions Contributes to their Preschoolers' Education

Parents are the most influential persons in the life of the child. They are the first to mold the minds of their children and inspire them to do things. According to Patrikakou (2005), children's development is basically influenced by the way parents get themselves involved. Schools must work hard to establish partnership with parents (Connor & Wheeler, 2009) since working with them is crucial in each of their learners' development. It is every child's primary right and every parents' obligation to be involved in every step of the child's development, may it be academic in nature or other areas of their development (Organization for Economic Cooperation and Development [OECD] Starting Strong, 2012). It is observed that at the early stages of development of children, parents' participation is evident from working in a simple

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subject assignment to greater role such as participating in a school presentation or cooperating in the organization's activities where they are members of such as the Parents Teachers Association. Ryan (2005) found out that parents have greater involvement in the elementary level. Hill and Tyson (2009) found out that parents were more participative when the children are still young or in their primary years. Parents' involvement in children's education has several forms. Parents who are behaviourally involved participate in activities such as attending school functions and volunteering at the school. They convey that they value school and expect their children to as well. Olmstead (2013) classified parent involvement into reactive and proactive involvement. Reactive involvement means parents attend to school programs that are organized by the school such as parents' meetings, family gatherings, or volunteering whereas proactive involvement is the participation of parents in assisting their children, completing homework, discussing school activities, and following the children's improvement. Parents need to be aware of their roles and responsibilities in educating their children. The desire to engage in any activity related to their children's education both at home and in school involvement should be owned by each parent.

Many researchers have examined the types of parent involvement in schooling processes related to parents' participation in supporting the learning process. These findings generally include the following: parents' participation related to school programs such as assisting in doing homework and attending school events (Ibrahim & Jamil, 2012), parents' encouragement of their children's behaviour (Chen, 2018), and parents' expectations for their children's achievement in the learning process (Houtenville & Conway, 2008). Most importantly, the school can renew its programs in encouraging parents to be more involved in the schooling processes. Parents'

attendance in a school's events is helpful for children and the teachers. The parents are able to know about their children activities and progress in learning. Here, the teachers will know more about their students' problems and attitudes at home, which helps teachers find the solutions concerning how to support the students in the learning process. Moreover, the school can develop school programs to increase parents' involvement at school. Wilder (2014), claimed that overall there is a positive relationship between parents' involvements in school with the children's achievement.

Parents can become volunteers who support the school's activities. In this case, the school is offering opportunities for parents to visit school to offer their help on various occasions.

Similarly, the parents as guest teachers come to share their experiences with the students. Also, the parents can be invited as an audience in various events at school. According to Smith (2011), decision-making aims to implicate and empower parents in the school's programs and management in providing their suggestions to support the learning process for their children. Furthermore, parents will have an active participation in decision making when the school holds meetings with them. Briefly, there are some governing aspects, such as planning, setting priorities and budgeting, of parents' participation and involvement in the school's activities and programs. For the most part, the school-based involvement of parents describes parents' relationship to the school (Pomerantz, Moorman & Litwack, 2007). For instance, activities can include visiting the classroom as a guest teacher, helping in the school's events as a volunteer, attending to the PTA or taking the report, and communicating directly or indirectly with teachers (Daniel, Wang & Berthelsen, 2016).

Parent involvement is very essential because it contributes to the success of children in academics and extracurricular aspects. It also hastens the implementation of school projects of the Parent-Teacher Association (PTA). Parental involvement in schools can occur in a variety of ways. Among these are (a) volunteering directly in the classroom, (b) attending or participating in children's activities at school and (c) participating in a PTA. Empirical support for the effect of parental involvement in these three areas is mixed. Stevenson and Baker (1987, p. 1350), using a sample of 179 teachers and children, test the effect of parental involvement in "activities of the school such as parent-teacher conferences" on student achievement. They found that parental involvement was associated with higher student achievement. Using a sample of 42 elementary schools in a "large suburban area," Griffith (1996) also finds support for the effect of parental involvement on student achievement. Hara and Burke (1998) conclude that parental involvement can positively affect student achievement in inner-city schools
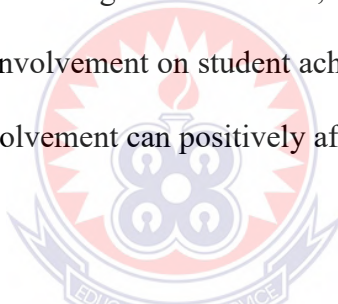
2.7 Provision of Learning Facilities at Home by Parents

Learning materials are important because they can significantly increase student achievement by supporting student learning. For example, a worksheet may provide a student with important opportunities to practice a new skill gained in class. This process aids in the learning process by allowing the student to explore the knowledge independently as well as providing repetition. Learning materials, regardless of what kind, all have some function in student learning. Higgins and Katsipataki (2015, p.284) encourage parents to have different programmes that will encompass from home book reading programmes to family literacy activities. Such parents would at most improvise for reading and learning material for the sake of their children to learn at home.

Parents who are involved in education can make a huge contribution in assisting their children in reading and giving themselves time to listen when they are reading aloud because they will know the capability of their children. Although some parents are able to help their children with home works, assignments, projects, research, presentations or writing report to enhance their performance, as observed by the researcher, some can hardly do it. Illiterate parents, for example, are struggling to get involved in education because they do not know what they should do to support their children. Some find it frustrating to turn their homes into a learning environment, let alone monitoring the child's school work. Parental involvement in provision of teaching and learning resources has been associated with positive achievements in educational outcomes. A young child's home environment plays a key role in determining his or her chances for survival and development (Belsky, 2006). Optimal conditions include a safe and well-organized physical environment, opportunities for children to play, explore and discover, and the presence of developmentally appropriate objects, toys and books (Dobrova-Krol et al., 2010).

Several research studies suggest that children who grow up in households where books are available receive, on average, three more years of schooling than children from homes with no books. This finding holds regardless of a parents' level of education, occupation or class and applies to rich and poor countries alike (Evans, 2017). However, in three key indicators of a nurturing and supportive home environment, children from the richest wealth quintile fare far better than those from the poorest quintile. Learning activities that foster cognitive development and stimulate curiosity include reading, telling stories and naming, counting and drawing. Children's socio-emotional development is facilitated by the involvement of parents in activities such as playing and singing. Play has been emphasized as a particularly

important aspect of children's lives since it helps stimulate children's minds and bodies. It also gives them an opportunity to practice social roles and learn about aspects of their culture and environment (Viola, 2001). Level of education of parents is the degree to which parents have acquired some knowledge, skills, attitudes and values of informal and formal education. Reynold and Karr-Kidwell (1996) revealed that parents' level of education is very crucial for the performance of their children. This is because most educated parents appreciate more the need to provide adequate learning materials for their children, which can stimulate them to learn and perform better in school. Such parents are usually concerned with their children's performance, and are inclined to create time to coach their children or appoint part-time teachers for them. Many send their children to the best nursery and primary schools available which serve as sure gateways to secondary and university education. This in turn leads to Higher Educational Qualifications which often serves as a spring board to higher positions in the society. Preschoolers need parental supervision with respect to their adjustment behaviours and learning outcomes. Parents with high academic qualifications are in better position to render adequate help to their children academically (Durojaiye, 1999).

Within the home, parents are tasked with establishing a safe, stimulating and nurturing environment and providing direction and guidance in daily life. Interactions with responsible parents who are sensitive and responsive to children's emerging abilities are central to social, emotional and cognitive development. This type of nurturing care can help children feel valued and accepted, promote healthy reactions, provide a model for acceptable social relationships, and contribute to later academic and employment success (Durojaiye, 1999). In conclusion, the researcher is of the view that the quality and quantity of stimulation and support available in the early

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home environment is a key predictor of healthy cognitive and socio-emotional development. The home environment encompasses both relational factors such as the quality of parenting, including maternal warmth, sensitivity, and responsibility toward the child, as well as material factors such as family organization and the availability of resources and learning materials. The home environment is an important predictor of child development and may account for differences in children's outcomes. The quality of the home environment is often poorer in low socioeconomic status (SES) families. This may be attributed to a lack of financial resources, as well as the stress generated by poverty. Low SES often clusters with other negative factors for child development, such as low parental education and poor parenting. Thus, providing support to low SES families to raise the quality of the home environment may be an effective strategy for improving the outcomes of disadvantaged children.

2.8 The Challenges Parents Face and their Influence on their Contribution towards the Educational Development of their Children

Although parental involvement is recognized as significantly important in the education of children, there remains great diversity of thought and opinion concerning parental involvement. Parents come from diverse backgrounds and just as diverse are their own personal experiences in education. The relationship parents have with education greatly contributes to their attitudes and level of interaction with their student's education, relationship with teachers, and how they view education overall (Hornby, 2011). Important obstacles that constrain parents' ability to become actively involved in their children's education include the teachers' attitudes and the parents' family resources, among others. According to Singh, Mbokodi and Msila (2004), one of the challenges that hampers effective parental involvement is low income that some receive per month, which leads them to working more jobs and not to spend enough

time at home helping their children with their school work (Chavkin & William, 1993). The above causes a burden to the teachers because they are expected to produce good results yet they are not receiving any support from parents (Singh et al., 2004).

Another reason for parents not to be involved is the fact that schools sometimes fail to create strong links between homes and schools or an environment where parents do not feel welcomed in schools more especially low income earners. This situation is made worse by the fact that some parents are unable to read and write and they can only communicate in their mother tongue, which makes it difficult for them to assist their children with their homework (Lemmer, 2007). The parents' levels of education can also pose as a barrier to involvement in their children's achievement. Parents may not place value in education due to their own upbringing or lack of success in school themselves (LaRocque, Kleiman & Darling, 2011). Or, parents may have a negative view of school from their own experiences (Lee & Bowen, 2006). This can lead to avoidance of school, which may be associated with their hesitance to question teachers or schools because they feel inferior (Lareau, 2003). Logistical barriers such as inflexible work schedules can physically inhibit parents from being involved. Families are dependent on their jobs for income, health insurance, and other benefits, therefore making it difficult to take time off for fear of jeopardizing their employment (LaRocque et al., 2011). Employment barriers may also limit their involvement making it difficult for them to be involved during school hours and inhibiting the amount of participation, unlike their counterparts who may have more stable, salaried employment (LaRocque et al., 2011). In turn, parents that are less able to participate in school functions and less visible may be deemed as uncaring or uninvolved, which may present negative attitudes towards parents and students (Lee & Bowen, 2006).

Majoribanks (2002) stated that children from single parent households do not perform as well as children from nuclear family households. Single parents have less income and lack support which can increase stress and conflicts. They usually struggle with time management issues in order to balance many different areas; in the process some become less involved with their children and give less encouragement and have low expectation for their children than nuclear family households. Divorced parents negatively affect academic achievement of their children and cause a decrease in family's socioeconomic status and parental connections are harmed (Jeynes, 2012). Therefore, a household decision to enroll their children in preschool programme is found to be difficult as they claim the cost of care. High cost of preschool education discourages them from taking their children to ECDE centres.

In Ghana, the few studies conducted so far have mentioned the lack of interest of parents in the education of their children. In a study conducted in Ashanti Region, Pryor and Ampiah (2003b) posited that most parents were apathetic to the schooling of their children. Parents lacked interest in education and as such did not bother to get involved in the learning activities of their children. This assertion has confirmed the phenomenon observed by Baker and Stevenson (1986) and Lareau (1987) that less educated parents are not willing or able to become involved in their children's education. Nyarko (2011) further reiterated that the standard of education in Ghana has assumed a downtrend in recent times. The study reports that in Ghana, not much parental involvement is encountered at the school level as many parents do not attend Parent-Teacher meetings.

2.9 Summary of Review of Literature

A number of theories and empirical studies on parental involvement in the child's education have been reviewed under this chapter to give credibility to the study. The theories and empirical studies reviewed, create the awareness that, some factors have been identified to facilitate or hinder the academic performance of school pupils. Some of these factors are parents' attitudes and interest in education; parental encouragement and motivation; socio-economic background of parents; siblings size; family and community influence; and divorce, step – parenting and single parenting. Parental interest is believed to be very significant to the child's performance at school. A parent who lacks the interest in his child's education will not be motivated in any way to invest money in that child's education. If the parents neglect their roles, then there is bound to be problem. The parents can also complement the work of school administrators and teachers in contributing to the educational development of the pupil. Parental contribution in this respect is therefore a vital ingredient. A parent-teacher team can be more effective than a teacher working alone. Ideally, it is prudent for parents to increasingly assume more financial responsibility for their children's education in Ghanaian schools.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter describes the research methodology that was used to generate data for the study. The chapter entails a description of the philosophical assumption and research approach, research design, population of the study, sample and sampling techniques. Research instruments, pilot-testing, validity and reliability of the research instruments are also presented. Finally, data collection and analysis procedure and ethical considerations are clearly spelt out.

3.1 Philosophical Assumption and Research Approach

The philosophical assumptions underpinning this study were pragmatism. As a research paradigm, pragmatism is based on the proposition that researchers should use the philosophical and/or methodological approach that works best for the particular research problem that is being investigated (Tashakkori & Teddlie, 2008). It is often associated with mixed-methods or multiple-methods (Tashakkori & Teddlie, 2010), where the focus is on the consequences of research and on the research questions rather than on the methods. A major underpinning of pragmatist epistemology is that knowledge is always based on experience. One's perceptions of the world are influenced by our social experiences. Each person's knowledge is unique as it is created by her or his unique experiences. Nevertheless, much of this knowledge is socially shared as it is created from socially shared experiences. Therefore, all knowledge is social knowledge (Morgan, 2014a). The philosophical assumption allowed the use of mixed method approach for the study.

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Mixed method approach was adopted for this study. According to Creswell (2014), the mixed method approach involves collecting and analyzing both qualitative and quantitative data in a single study. Mixed method approach may be defined as 'research in which the investigator collects and analyses data, integrates the findings and draws inferences using both qualitative and quantitative approaches in a single study (Tashakkori & Creswell, 2008). Creswell and Plano- Clark (2011), comment that this approach enables a greater degree of understanding to be formulated than if a single approach were adopted to specific studies. They state that researchers collect and analyse both qualitative and quantitative data in a sequential and/or simultaneous and rigorous manner which integrates the two forms of data. The way in which this data is combined will depend upon the nature of the inquiry and the philosophical outlook of the person conducting the research.

Johnson and Onwuegbuzie (2004) also posited that, mixed method approach involves combining well-established quantitative and qualitative techniques in creative ways to answer research questions posed by mixed method research designs. This approach is said to be employed by researcher to neutralise or minimise to some extent, the existing weaknesses associated with both the quantitative and qualitative research approaches by capitalizing on their various strengths (Bell, 2005).

The choice of the mixed method approach for this study is steeped in the justification that a combination of research methods would check the limitations inherent in the separate approaches (Bell, 2005). Further, this method satisfies the researchers' quest to obtain voluminous numerical data to ascertain statistical validity and to explore the phenomenon in depth as a natural enquiry. Structured questionnaires and interview guide were used to obtain quantitative and qualitative data respectively. The use of

this approach was necessary because both qualitative and quantitative approach help to fully understand the problem from multiple perspectives. It helped the researcher to get rich personal stories from the participant in regards to their socioeconomic livelihood.

3.2 Research   Design

This study adopted an explanatory sequential design based on mixed-methods research approach (Creswell, Plano Clark, Guttman & Hanson, 2003). An explanatory sequential design according to Creswell and Plano Clark (2011) consists of first collecting quantitative data and then collecting qualitative data to help explain or elaborate on the quantitative results. The overall intent of this design is to have the qualitative data help explain in detail the initial quantitative results. A typical procedure might involve collecting survey data in the first phase, analysing the data, and then following up with interviews to help explain the survey responses (Creswell, 2012).

The explanatory sequential design was used in conducting the research because it is far more comprehensive and exhaustive than dealing with the research questions with a single research method (Creswell, 2012). The explanatory sequential design will afford the researcher the opportunity to combine methods to achieve the desired purpose. The design helped the researcher get general overview of the problem from the respondents using questionnaire and later interview to refine and explain the former.

Using a combination of qualitative and quantitative data can improve an evaluation by ensuring that the limitations of one type of data are balanced by the strengths of another.

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This will ensure that understanding is improved by integrating different ways of knowing. The main weakness of this design is the length of time involved in data collection, with the two separate phases. This is especially a drawback if the two phases are given equal priority (Creswell, 2012). The drawback can be rectified if ample time is allotted for a study. The use of quantitative data in the study was consistent with the sequential explanatory design, in which the quantitative component assists in the interpretation of qualitative findings (Creswell et al., 2003).

3.3 Research Setting

The present study was conducted in Fanteakwa North District, Eastern Region, in Ghana.

Fanteakwa North District is one of the 260 Metropolitan, Municipal and District Assemblies (MMDAs) and forms part of the thirty three (33) Municipalities and Districts in the Eastern Region of Ghana. It is bounded to the north by the Volta Lake, to the northwest by Kwahu-South District, south-west by the East Akim Municipal, Lower Manya Krobo Municipal to the east and to the south-east by the Yilo Krobo Municipal. The population of the district according to 2010 population and housing census stands at 108,614 with 54,010 males and 54,604 females. The labour force in Fanteakwa North District include public servants, small and medium scale business owners. In addition, in Fanteakwa North District there is a diversified population from humble to richest families who live on their salaries and business.

The Fanteakwa North District was chosen for the study because little is known about parental involvement in their preschooler's education. In the same district, some parents do not have understanding and skills on how to engage their wards to continue to learn even if at home. Parental involvement in their preschooler's education in

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Fanteeakwa North District was less, children with a single parent or step parents are provided with less support and control. Most early childhood development centres in Fanteakwa North District continue to experience challenges related to parental involvement.

3.4 Population

Kusi (2012) defines population as a group of individuals or people with the same characteristics and in whom the researcher is interested. A population may also be defined as a group of individuals that the researcher generalizes his/her findings to. A target population is defined as a group which the researcher is interested in gaining information from, and upon which generalization and conclusions can be drawn subsequently (Creswell, 2009). Amoah and Eshun (2015) opined target population to mean the population that the researcher would ideally like to generalize from. The accessible population refers to the population that a researcher can realistically select his/her sample from (Amoah & Eshun, 2015). According to the 2019/2020 statistics from the Fanteakwa North District Education Office Directorate, The total number of public basic schools was forty (40). The total population of pupils in the 40 public basic schools was four thousand seven hundred and ninety two (4,792) made up of seven hundred and thirty-five (735) KG pupils, two thousand eight hundred and fifty-six (2856) primary pupils and one thousand two hundred and one (1201) Junior High school pupils.

The target population for this study involved kindergarten teachers in 40 public basic schools, and the entire parents having their wards in public kindergartens in the Fanteakwa

North District of the Eastern Region of Ghana. The accessible population was all the public Kindergarten school teachers and the entire parents having their wards in the public Kindergarten schools in the District. These category of persons were used for the study because they work closely with kindergarten pupils and for that matter, they had meaningful ideas to contribute to the study. There are 40 public Kindergarten schools in the Fanteakwa North District, according to the 2019/2020 statistics from the Fanteakwa North District Education Office Directorate. The population of the study was 735 parents and 80 KG teachers.

3.5 Sample Size and Sampling Techniques

The simple random sampling technique was used to select ten public kindergarten schools using the lottery method so that each and every school would have an equal chance of being selected for the study. In all, 20 (50%) public kindergarten schools were selected for the study. The choice of 20 out of the 40 kindergarten schools was based on Dornyei's (2007) assertion that between 1% and 10% or more of a study population gives an adequate sampling fraction. This signifies that 50% of the public kindergarten schools constitute a representative sample. The procedure for selecting the schools began with writing names of all the 40 public KG schools in Fanteakwa North District on pieces of papers which were then put into a bowl. After mixing the papers thoroughly, twenty names of schools were picked at random. Here, the researcher picked a name from the bowl, recorded the information and then set that piece of paper aside. Those schools whose names were picked provided the study participants. Simple random sampling means that each member of the sampling population has an equal chance of being selected. It called for a sufficiently large sample to ensure that the sample reflect the population (Pittenger, 2003). Simple random sampling is the simplest of the probability sampling techniques. It requires a

complete sampling frame. Advantages are that it is free of classification error, and it requires minimum advance knowledge of the population other than the frame. Its simplicity also makes it relatively easy to interpret data collected via simple random sampling.

Similarly, a sample of 100 (13.6%) parents were selected for the study using the simple random sampling technique. The choice of 13.6% of the accessible population was based on Dornyei's (2007) assertion that between 1% and 10% or more gives an adequate sampling fraction. The researcher believes that using 13.6% of the accessible population would help attain a fair representation from the population to make a statistical inference.

Purposive sampling technique was applied to select twenty (20) kindergarten teachers for the study. Purposive sampling is a technique whereby the researcher targeted a group of individuals believed to be reliable for the study. Mugenda and Mugenda (2003) assert that this technique allows a researcher to use cases that have the required information to meet the study objectives. Ten public kindergartens were purposively selected for the study. Some of the schools are situated on the agricultural areas of the sub county whereby most parents are middle earners and the other ones in the pastoralist's area of the sub county. In all, a total of one hundred and twenty (120) respondents comprising hundred (100) parents and twenty (20) KG teachers were finally sampled as respondents for the study. This was because all the respondents had all the characteristics to be included in the study to enhance the generalization of the findings.

3.6 Research Instruments

Data were gathered using a questionnaire and an interview schedule.

3.6.1 Questionnaire

A self-constructed questionnaire was used to elicit responses from 100 parents. The questionnaire had section A and B. Section A had three (3) close-ended items on demographic information about sex, age, and level of education of parents. Section B had twenty-seven (items) on parental involvement in children's education. The questions were built to reflect on the research objectives and questions. Hence, the questions were on parental supervision of homework and its influence on preschoolers' education, parental attendance at school functions and its contribution to preschoolers' education, provision of learning facilities at home and its influence on preschoolers' education, and challenges confronting parents in contributing to educational development of their children. Each of the 27 items was built on a five-point Likert scale: strongly agreed, agree, undecided, disagree and strongly disagreed was adopted for the study. The questionnaire was suitable because it provided for use of standardized questions to all parent participants, ensured their anonymity and simultaneously provided them the opportunity to participate without much restriction. Parents who could read and write for the study provided responses to the questions on the questionnaire. In the case of parents who could not read and write, the researcher assisted them by reading and interpreting the questions and responses to them using "Twi" as a local medium. The parents were asked to choose options and these were ticked by the researcher.

3.6.2 Semi-structured interview guide

The interview was administered to 20 kindergarten teachers. The interview for teachers consisted of two sections. Section A sought demographic information about teachers including age, level of education, and number of years of teaching in the present school.

Section B gathered information about parents' involvement in their pre-school children's education. The interview questions covered the following themes: a) teachers' views on giving and supervision of homework, b) parental attendance at school functions and its contribution to preschoolers' education, c) volunteering of parents in school activities, d) provision of learning facilities at home and its influence on preschoolers' education, and e) challenges confronting parents in contributing to educational development of their children. The interview was administered to capture in-depth information from teachers regarding parents' involvement in their children's education. An interview was suitable in this study because it helped the researcher gain insights on parents' involvement from the KG teachers that confirmed parents' answers. From their responses it was possible to establish whether there was low or high parents' involvement which may contribute to positive or negative influence on child's pre-school education.

3.6.3 Pre test

The questionnaire was pretested on 50 parents, and 4 KG teachers in two (2) selected public KG schools from the Fanteakwa South District. This sample was not included in the main study. The pretest 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. On the basis of the pre-testing, 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 corrections for the field work.

3.6.4 Validity of the instruments

This is done by panel of experts who are university lectures that rate suitability of each item and evaluates its fitness in the definition of the construct. According to Mugenda and Mugenda (2003) validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. Instrument validity spells how accurately the data obtained in the study represent the variables of the study. Investigation was made to establish the absence or presence of systematic error in the data. Mugenda and Mugenda (2003) further outline three types of validity in the data as construct, content and face. The validity of the research questionnaire and interview guide was ensured by assessing the items or questions during their construct for face and content, and construct validity.

3.6.5 Face validity

Face and content validity of items in the questionnaire and the interview guide was ensured through peer review. First, the researcher ensured face validity by formulating questions or items based on the research questions, or objectives of the study. The instruments were then given to colleague Master of Philosophy students of the Department of Early Childhood Education in the University of Education, Winneba for scrutiny and peer review. By so doing, face validity is ensured as noted by Kumar (2019).

3.6.6 Content validity

For content validity, the instruments were given to experts (specialists and professionals) including the research supervisor for scrutiny and validation. Content validity was employed whereby the researcher with the help of the research supervisor read through the questions in the questionnaire and interview schedule in order to help improve content validity of the instruments. The research supervisor reviewed and determined the content and relevance of the questions in the instruments in an attempt to ensure both face and content validity. Items that were not adequate in terms of generating the required information as per the study objectives were modified or dropped and replaced with new ones. For example, to what extent does parental attendance to schools' academic functions contribute to their preschooler's education in your school? It was modified to how does parental attendance to schools' academic functions contribute to their preschooler's education in your school? Amoah (2016) indicates that the use of experts is acceptable for certifying content validity. The researcher will also check the content validity by pretesting of the questionnaire and observation checklist.

3.6.7 Reliability of the instruments

The questionnaire was pretested to determine the overall reliability of the research instrument. They were administered to 50 parents in the Fanteakwa South District because they had the same characteristics as the actual respondents for the main study. After the pilot–test, reliability analysis was done using Cronbach alpha as a means of testing internal consistency of the items, using the Statistical Package for Social Sciences

(SPSS) software package version 26.0. The analysis yielded a Cronbach's alpha coefficient (α) of 0.73 which is deemed acceptable measure of reliability because this is above the 0.70 threshold value of acceptability as a measure of reliability as noted by Creswell (2014). This result implies that the questionnaire was reliable; hence it was used for the actual study. The use of Cronbach's alpha test for the internal consistency of the instrument helped in reshaping the instrument by correcting possible weaknesses, inadequacies that could characterize the items. From the analysis, the strengths and weaknesses of some of the items were brought to the fore. For example, some of the questionnaire items had to be recast and others removed for their inappropriateness and some others had to be added.

3.7 Data Collection Procedure

Before embarking on the study, the researcher first sought permission to carry out this research. A letter from the Head of Department of Early Childhood Education, University of Education, Winneba was obtained and presented to the District Director of Education in Fanteakwa North District to secure a research permit in order to get into the field for data collection. Data were collected in a span of one month which was divided as follows: the first two weeks the researcher visited the ten schools in the Fanteakwa North District. The researcher briefed the teachers and parents on the purpose and objectives of the study, so that they could understand the importance of giving relevant information on parents' involvement in pre-school children's education.

After the briefing, the researcher distributed questionnaires to the parents.

The researcher remained in the study locale throughout the data collection period in order to be available to give clarification where it was needed. The respondents were

given enough time (2 hours) to fill the questionnaires after which the researcher collected them.

Parents who could read and write for the study provided responses to the questions on the questionnaire. In the case of parents who could not read and write, the researcher assisted them by reading and interpreting the questions and responses to them using "Twi" as a local medium. The parents were asked to choose options and these were ticked by the researcher. Thereafter, the researcher organized for a two week visit, to go and interview KG teachers. The interview was scheduled as follows: the researcher met with the teachers individually in their classroom and the interactions lasted 30 minutes for each respondent. The interviews were scheduled in the afternoons because they did not have classes but remained in their pre-schools preparing lessons for the next day. All scholarly works quoted were recognized.

3.8 Data Analysis Procedure

Data were edited, coded and analyzed qualitatively and quantitatively. The qualitative data were derived from interview schedule while quantitative data were derived from closed ended questions. The quantitative data were presented using descriptive statistics such as frequency distribution, percentages and tabulations. In analysing quantitative data, copies of the filled questionnaires were serially numbered and edited. According to Green (2002), quantitative research produces results which can be expressed using numbers or statistics, exploring the extent to which something happens while qualitative research explores individual viewpoints which are not so easily measured.

For the qualitative data, they were presented in text using actual words of the participants. Hence, thematic analysis was used to organize the interview data

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transcription of every interview response. This was done to check if there was any information necessary for the study that was missing. Thematic organization and analysis is the process that identifies analyses and reports the occurrence of themes in the data collected from the research areas. According to Braun and Clarke (2006), thematic analysis follows six basic steps.

1. Familiarizing with the data through thoroughly reading the transcriptions. This helps the researcher to have in mind what exactly is in the data.

2. Generation of initial codes. Putting labels or descriptions on a list of ideas developed from the transcription as already read by the researcher.

3. Searching for themes. Related codes are organized under different themes.

4. Reviewing the themes. The themes developed are reviewed for their relevance and legitimacy of being called themes.

5. Defining and naming themes developed. Defining the overall content of the themes and the message it carries in it before producing a report

6. Producing a report. Researcher is already satisfied with the themes developed.

When the process of data collection was over, the raw data were transcribed. Transcription is the process of transforming interview notes and audio recording into texts (Johnson & Christensen, 2012).

3.9 Ethical Considerations

An introductory letter was collected from the Head of Department of Early Childhood Education, University of Education, Winneba. This letter was presented to the District Director of Education in Fanteakwa North District and headteachers of the sampled scools to seek permission for data collection. The researcher discussed when and how data would be collected from the kindergarten teachers and parents.

After securing the permission from the authorities in charge of the setting, it was important to gain the informed consent of the target participants of the study. The researcher informed study participants about the purpose of the study, risks and benefits. The participants were given the freedom to choose to participate or not in the study. The next ethical issue discussed was confidentiality.

The researcher ensured that the information provided is not shared with any other user. The information was used for the purpose of the research. The next ethical issue that was discussed is anonymity. Anonymity was used to protect respondents' 'right of privacy'. Anonymity was achieved by not asking participants to write their names on the questionnaire or mention their school during the data collection process. Anonymity was also guaranteed through grouping data rather than presenting individual responses.

Finally, the researcher avoided plagiarism of works by people (scholars and researchers) which were used to buttress analysis of and in the literature review were duly acknowledged in-text and listed in the reference section. All these ethical considerations were executed to avoid biases.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Overview

This chapter presents the analysis of data collected for the study which sought to investigate parental involvement in their preschooler's education in Fanteakwa North District.

The presentation is guided by the objectives set for the study which were:

i. To assess the extent to which parents supervision of homework influence their preschoolers' academic performance in Fanteakwa North District.

ii. To determine the extent to which parents' attendance to schools' academic functions contribute to their preschoolers' academic performance in Fanteakwa North District.

iii. To assess the extent to which the provision of learning facilities at home by parents influence their preschoolers' academic performance in Fanteakwa North District.

iv. To identify the challenges parents face and their influence on their contribution towards the academic performance of their children in Fanteakwa North District.

In this chapter, demographic information of respondents were analysed. The four research questions were also analysed. The data collected by the questionnaire was analysed using frequencies, percentages and means, and the result presented in tables and figures, while the interview data was analysed using thematic analysis. The

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researcher administered 100 questionnaires to parents. Similarly, 20 KG teachers were interviewed.

4.1 Bio-Data of Respondents (Teachers)

This section analysis the demographic characteristics of the KG teachers involved in the study. The parameter is sex, age, level of education and working experience of kindergarten teachers. The data collected were presented as follows:

Table 1: Distribution of kindergarten teachers by sex

Sex	Frequency	Percentage
Male	2	10
Female	18	90
Total	**20**	**100**

Source: Field Work (2020)

Data from Table 1 show that, out of the 20 respondents, 2 (10%) were males and 18 (90%) were females. The results indicated that there were more females than male's respondents selected for the study. This is because, most of the KG teachers in the selected schools in the Fanteakwa North District were females. This may suggest that the females' teachers are given priority in appointment for teaching positions due to working conditions in Kindergarten schools.

Table 2: Age distribution of kindergarten teachers

Age in years	Frequency	Percentage
21-26	3	15
27-31	10	50
32-36	5	25
37 and above	2	10
Total	**20**	**100**

Source: Field Work (2020)

The age distribution of the KG teachers as presented in Table 2 indicates that 10 (50%) were between the ages of 27 and 31 years. This was the age group with the highest respondents. It is followed by 32-36 years who were 5 (25%) out of the 20 teachers selected for the study. Ages range from 21-26 years and 37 and above were 3 (15%) and 2 (10%) respectively. This is an indication that most of the teachers who participated in the study were between the ages of 21 and 37 years. The age distributions of KG teachers in the various schools ensure a wide range of experiences amongst them. The teachers require a broad range of skills and qualities in order to effectively discharge their duties in the schools.

Table 3: Distribution of kindergarten teachers by level of education

Level of education	Frequency	Percentage
Diploma	8	40
First degree	10	50
Master's degree/ 2nd degree	2	10
Total	**20**	**100**

Source: Field Work (2020)

Data from Table 3 show that 8 (40%) of the teachers were Diploma holders, 10(50%) were Degree holders and 2 (10%) were 2nd degree holders. The result clearly shows

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that majority of the respondents had qualification ranging from Diploma to Master's Degree which indicated that majority of the teachers were highly educated thus, this placed them in the best position to manage and control pupils behaviours and attitude towards teaching and learning in the classroom as well as provide professional guidance to their pupils to maximize their potentials. It can also be deduced from the results that majority had degrees which is in the right direction for teachers in the educational area. Professional upgrading has become very flexible in the Ghanaian educational setting, where through various means, teachers' top-up their qualifications. Therefore, researchers such as Darling-

Hammond and Young (2002) found that the teachers' academic credential was a factor in determining students' achievements. They found that the higher education one has the more knowledge he is perceived to have.

Table 4: Number of years taught by kindergarten teachers

Years	Frequency	Percentage
1-10	8	40
11-20	7	35
21-30	5	25
31-40	0	0
41 years and above	0	0
Total	**20**	**100**

Source: Field Work (2020)

Table 4 shows that majority 8 (40%) of the KG teachers have taught for 1-10 years. Out of the 20 respondents, 7 (35%) indicated they have taught between 11-20 years and 5 (25%) said they have taught between 21 and 30 years. This shows that the KG teachers respondents were very experienced in teaching, because they taught for some

number of years, and, therefore, are in the position to give credible information with regards to parental involvement in their preschooler's education in Fanteakwa North District.

4.2 Bio- Data of Respondents (Parents)

This section discusses the demographic characteristics of the parents involved in the study. The parameter is sex, age, level of education and occupational background of parents.

The data gathered were presented as follows:

Table 5: Distribution of parents by sex

Sex	Frequency	Percentage
Male	20	20
Female	80	80
Total	**100**	**100**

Source: Field Work (2020)

Table 5 above shows that, out of the 100 respondents, 20 (20%) were males and 80 (80%) were females. The results indicated that there were more female parents than male's respondents selected for the study. This is because, most of the female parents attended PTA meetings of their wards as well as brought their wards to the schools than the male parents. Female parents are mostly involved in their preschooler's education in Fanteakwa North District.

Table 6: Age distribution of parents

Age in years	Frequency	Percentage
21-25	20	20
26-30	35	35
31-35	30	30
36 and above	15	15
Total	**100**	**100**

Source: Field Work (2020)

The age distribution of the parents as presented in Table 6 indicates that 20 (20%) were aged 20-25 years, 35 (35%) were between the ages of 26 and 30 years. This was the age group with the highest respondents. It is followed by 31-35 years who were 30 (30%) out of the 100 parents selected for the study. Parents in the ages range of 36 and above constituted 15 (15%). This is an indication that majority (65%) of the parents who participated in the study were between the ages of 26 years and 35 years.

Table 7: Distribution of parents by level of education

Level of Education	Frequency	Percentage
Primary	40	40
Secondary/vocational	25	25
Tertiary	20	20
No formal education	15	15
Total	**100**	**100**

Source: Field Work (2020)

Table 7 indicates that only 15 (15 %) of the respondents did not receive any formal education. The majority of them had received some form of formal education; thus 40 (40 %) had primary or elementary education; 25 (25%) have had secondary, vocational or technical education and 20 (20 %) had tertiary education respectively.

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4.3 Analysis of Data in relation to the Research Questions

4.3.1 Research Question 1: How does parents' supervision of homework

influence their preschoolers' academic performance in Fanteakwa North

District?

The first research question had the primary intent of knowing from the parents their

general views on how supervision of homework at home influence their preschoolers'

education.

Each question was scored on a 5-point scale: strongly agree (SA), agree (A), not sure

(NS), disagree (D), or strongly disagree (SD). Opinions of parents were categorised

into two groups of "agreed" and "disagreed" for a better understanding and clear

interpretation of data and the responses were scored using a five-point rating scale.

The researcher came up with the findings as indicated in the Table 8 below.
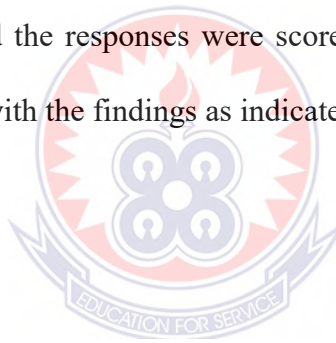
Table 8: Parents' views on supervision of homework at home influence their preschoolers' education

Statements	SD	D	N	A	SA	Mean
My supervision at home help to improve my child's literacy skills	20(20)	7(7)	3(3)	60(60)	10(10)	3.33
I help to improve my child's attitude towards homework	5(5)	2(2)	3(3)	10(10)	80(80)	4.58
My supervision at home help to improve my child's numeracy	17(17)	17(17)	10(10)	36(36)	20(20)	3.25
I develop and enforce rules to guide my child's behaviour during the time he or she is doing his or her homework	5(5)	6(6)	8(8)	40(40)	41(41)	4.06
I get involve in my child's homework to develop and foster child's initiative	5(5)	9(9)	3(3)	33(33)	50(50)	4.14
I encourage my child to complete his or her homework assignments	6(6)	7(7)	9(9)	28(28)	50(50)	4.09
I get involve in my child' homework to assist him or her manage their time properly	10(10)	5(5)	5(5)	46(46)	34(34)	3.89
I get involve in my child's homework to help him or her set personal goals for success in school	8(8)	10(10)	2(2)	35(35)	45(45)	3.99
My supervision help to create opportunities for interactions among myself and my child	15(15)	3(3)	7(7)	50(50)	25(25)	3.67
I get involve in my child's homework to help him or her develop a homework schedule	20(20)	5(5)	10(10)	30(30)	35(35)	3.55
Grand Mean						3.86

Source: Field data (2020)

The researcher sought to find out how parents' supervision of homework at home influence their preschoolers' education in Fanteakwa North District. Data from Table 8 show that 70 (70%) of the sampled parents agreed that their supervision at home help to improve their child's literacy skills and 27 (27 %) of the parents disagreed with the same statement item and 3 (3%) of them were not sure. The mean score was 3.33 and this shows that averagely, parents agreed to the first statement. On parents help to improve their child's attitude towards homework, 90 (90%) of the parents

agreed to the same statement item and 7 (7) % of them disagreed with the same statement item. 3 (3%) of them were not sure and the mean score of 4.58 fell in the category of strongly agreed. This implies that averagely, parents strongly agreed to the second statement. With, my supervision at home help to improve my child's numeracy, 56 (56%) of the parents agreed with the third statement item. However, 34 (34%) of the respondents disagreed and 10 (10%) of them were not sure. The mean score of 3.25 implies that averagely parents agreed to the third statement.

On, 'parents develop and enforce rules to guide my child's behaviour during the time he or she is doing his or her homework', 81 (81%) of the respondents agreed with the fourth statement item and 11 (11%) of the respondents disagreed and 8 (8%) of them were not sure. The mean score of 4.06 was above the cut-off mean of 3.86. This implies that averagely, the parents strongly agreed to the fourth statement. On, parents get involve in their child's homework to develop and foster child's initiative, 83 (83%) of the parents agreed with the fifth statement item, 14 (14%) of them disagreed and 3 (3%) were not sure. The mean score was 4.14 and this implies that averagely, the parents strongly agreed to fifth statement. I encourage my child to complete his or her homework assignments, 78 (78%) of the parents agreed with the sixth statement item. However, 13 (13%) of the respondents disagreed and 9 (9%) were not sure. The mean score was 4.09 and this signified that averagely, the parents strongly agreed to that statement. Concerning, I get involve in my child's homework to assist him or her manage his or her time properly, 80(80%) of the respondents agreed with this statement item and 10 (10%) of them disagreed.

10 (10%) of them were not sure and the mean score was 3.89 fell in the category of agreed. This implies that averagely, the parents agreed to that statement.

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With parents get involved in their child's homework to help him or her set personal goals for success in school, 80 (80%) of the parents agreed with the eighth statement item, 18 (18%) of them disagreed and 2 (2%) were not sure. The mean score of 3.99 implies that averagely the parents strongly agreed to that statement. Concerning, my supervision help to create opportunities for interactions among myself and my child, 75 (75%) of the respondents agreed with this statement item and 18 (18%) of them disagreed. 7 (7%) of them were not sure and the mean score of 3.67 fell in the category of agreed. This implies that averagely, parents agreed to that statement. Finally, I get involve in my child's homework to help him or her develop a homework schedule, 65 (65%) of the parents agreed with the last statement item, 25 (25%) of them disagreed and 10 (10%) were not sure. The mean score of 3.55 implies that averagely the parents strongly agreed to that statement

It can be realised from the Table 8 that, out of the ten items representing parents' supervision of homework at home influence their preschoolers' education in Fanteakwa North District, majority of the parents indicated that they help to improve their child's attitude towards homework. This was indicated by the highest mean of 4.58. It was followed by parents get involve in their child's homework to develop and foster child's initiative which yielded means of 4.14. The third in ranking was parents encourage their child to complete his or her homework assignments. This was indicated by a mean of 4.09.

The fourth in ranking was parents develop and enforce rules to guide their child's behaviour during the time he or she is doing his or her homework which yielded a mean of 4.06. The least in ranking was parents' supervision at home help to improve their child's numeracy. This was signaled by a mean of 3.25. It was also followed by
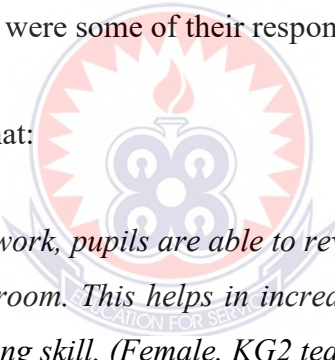
my supervision at home help to improve my child's literacy skills which yielded a mean of 3.33.

The 20 KG teachers were asked to come out with their views on parents' supervision of homework at home influence their preschoolers' education in Fanteakwa North District qualitatively. The first research question was subdivided into four themes and based on them that I solicited the views of the KG teachers in their various schools.

Theme 1: Teachers' Views on Giving and Supervision of Homework

The first theme that emerged from research question sought to find out teachers' views on assigning home work to pupils at school, and supervision of the homework by parents at home. These were some of their responses:

One of the teachers said that:

> *While doing homework, pupils are able to revise all the topics that they learnt in the classroom. This helps in increasing their memory and in honing their learning skill. (Female, KG2 teacher)*

Another teacher noted:

> *Pupils learn to make good use of time, thus, they spend most of their time in completing their homework. This keeps them away from useless activities like spending long hours on television, phone or video games. (Female,* KG1 teacher)

Another teacher from school A mentioned that:

> *Homework allows pupils to revise classroom learnings and builds the habit of self-study. This helps them to score better. While doing homework, pupils find an isolated place to study where they can concentrate more.* (Male, KG2 teacher)

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During the interviews, one of the teachers said that:

> *While working on assignments, pupils find a solution to every problem and they even manage to complete the assignment on time. This develops time management skill and problem-solving skill in them.* (Female, KG2 teacher) Another teacher from school B noted that:

> *Homework allows pupils to explore subjects. Classrooms are all about listening to the teachers. However, homework allows pupils to understand the subjects better and explore their interests*. (Male, KG2 teacher)

Another teacher from school C said that

> *When pupils do their homework daily, they understand that completing their homework is their responsibility. This makes them more responsible as a person. Homework allows pupils to do some self-study, clear their doubts and this makes them ready for the next class*. (Female, KG1 teacher)

One of the KG teachers said:

> *I found out that most of my pupils were weak in numeracy, usually mathematics is done three times in a week and this prompted me to give assignment thrice per week to build their interest in the subject.* (Male, KG1 teacher)

Another teacher said that:

> *I have keen interest in my pupils so I asked each parent to give me their contact numbers and we often communicate. Those pupils who are weak and do not show seriousness in class, I quickly inform their parents to assist such wards.* (Female, KG2 teacher)

Another teacher indicated that:

Some parents do not care about their wards activities in school, they do not attend PTA meetings, some do not see me personally to ask their wards progress in class, others too do not personally bring their wards to class, I find it difficult to contact such parents to inform them to assist their wards in homework. (Female, KG1 teacher)

A teacher stated:

Homework is a bridge that joins schools and parents. This is an opportunity to monitor students' independent progress. For parents there is the potential to gain a greater appreciation of education and to express positive attitudes towards their children's achievement. (Female, KG2 teacher)

One of the KG teachers said:

Before my pupils send their homework, I check to see if they have written all the assignments and upon returning I also check to see if they have completed all the assignment. This will help me to identify those who are serious with their academics and willing to learn from those who are not serious and not willing to learn. (Female, KG2 teacher)

A teacher hinted:

I expect all parents to assist their wards in their homework so. So, parents should monitor their wards academic performance. Parents can be part of the learning process and incase parents find it difficult to assist their wards, they can contact us (teachers). (Female, KG1 teacher)

One of the KG 2 teachers said:

I usually inform parents to assist their wards. I have their contact numbers.

Sometimes, I informed them whenever they bring their wards to the schools. It is sometimes difficult to reach out to some parents and it is difficult to inform them. (Female, KG2 teacher)

Homework improves academic performance of the child. It is important because it is at the intersection between home and school. It serves as a window through which parents can observe their wards education. (Female, KG1 teacher)

It could be inferred from the interview responses that, all the teachers normally give home work to their pupils at least thrice per week and more. This finding implies that all the KG teachers give homework to pupils. It is also deduced from the interview responses that some of the KG teachers check pupils' homework sometimes or always. In summary, the KG teachers were of the view that homework is essential for the pupils, allow parents to involve in studies of their child, allows parents to know what their child is learning and get involve with the child in his/her studies. Homework can play a public relations role by keeping parents informed about class activities and policies. It can also fulfill an administrative role in helping schools achieve their overall mission of improving student's achievement.

The findings above also showed the views of KG teachers and parents on parents' supervision of homework influence their preschooler's education. Both the KG teachers and the parents' views were similar, but, only a few differed. This was due to the fact that the teachers expect parents to monitor and supervise their wards homework, majority of the parents helped their wards to complete their assignments whiles others do not show interest in their wards homework.

Both the KG teachers and the parents' views were in line with a study by Epstein (2009) who revealed that parents helps children develop good study habits, cultivates

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a positive attitude towards school, and helps parents and children realize that learning happens outside. Parents can be a significant tool in encouraging students to complete homework assignments and other activities and in setting personal goals for success in school. Their views were also in agreement with Stevenson and Baker (1987) who 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. Their views were in line with a finding by Frome and Eccles (1998) who said that parental involvement in children's homework developed and fostered learners' initiative and cultivated parental responsibility. Their views were also in agreement with (Clark, 1993) who reported that, parents normally get involved in pupils' homework for they expect them to perform better academically at all levels of their education. Finally, their views were in line with Tina and McComb (2008) who stressed that homework provides many other educational benefits for pupils, such as developing good study habits or fostering responsible character traits and independent lifelong learning.

4.3.2 Research Question Two: How does parental attendance to schools' academic functions contribute to their preschooler's academic performance in Fanteakwa North District?

Six statements were put forward to assist the researcher in determining the extent to which parents' attendance to schools' academic functions contribute to their preschooler's academic performance in Fanteakwa North District. Each statement was scored on a 5point scale strongly agree (SA), agree (A), not sure (NS), disagree (D), or strongly disagree (SD). The researcher came up with the findings as presented in the Table 9.

Table 9: Parents' views on the extent to which their attendance to schools'

academic functions contribute to their preschooler's academic

performance

Statements	SD	D	N	A	SA	Mean
1. I contribute to the success of my child extracurricular aspects in the school by motivating the KG teachers	15(15)	10(10)	2(2)	40(40)	33(33)	3.66
2. I contribute to the success of my child in academics by motivating the KG teachers	11(11)	8(8)	4(4)	43(43)	34(34)	3.81
3. I share my experiences with my child so that he or she does not absent himself or herself from classroom lessons	10(10)	5(5)	10(10)	37(37)	38(38)	3.88
4. I support my child in the school learning process by providing with appropriate	1(1)	2(2)	1(1)	75(75)	20(20)	4.08
5. I communicate positively with my child about school matters for him or her to actively participate in classroom learning	9(9)	6(6)	4(4)	47(47)	4(34)	3.91
6. I am able to know and track my child's classroom activities and progress in learning	10(10)	9(9)	20(20)	15(15)	46(46)	3.78
Grand Mean						**3.85**

Source: Field Data (2020)

Table 9 sought to find out the extent to which parents' attendance to schools' academic functions contribute to their preschooler's academic performance in Fanteakwa North District. In the table, 73 (73%) of the parents agreed that they contribute to the success of their child extracurricular aspects in the school by motivating the KG teachers and 25 (25 %) of the parents disagreed with the same statement item and 2 (2%) of them were not sure. The mean score of 3.66 implies that averagely the parents agreed to the first statement. With the second statement item, I contribute to the success of my child in academics by motivating the KG teachers, 77 (77%) of the parents agreed to the same statement item and 19 (19 %) of them

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disagreed with the same statement item, while, 4 (4%) of them were not sure and the mean score of 3.81 fell in the category of agreed. This implies that averagely, the parents agreed to that statement. Concerning, I share my experiences with my child so that he or she does not absent himself or herself from classroom lessons, 75 (75%) of the parents agreed with the third statement item. However, 15% of the respondents disagreed and 10 (10%) of them were not sure. The mean score of 3.88 implies that averagely the parents strongly agreed to that statement.

On the statement "I support my child in the school learning process by providing with appropriate learning materials", 95 (95%) of the respondents agreed with the fourth statement item and 3 (3%) of the respondents disagreed and 2 (2%) of them were not sure. The mean score of 4.08 fell in the category of agreed. This implies that averagely, the parents agreed to that statement. With, I communicate positively with my child about school matters for himself or herself to actively participate in classroom learning, 81 (81%) of the parents agreed with the fifth statement item, 15 (15%) of them disagreed and 4 (4%) were not sure. The mean score of 3.91 implies that averagely, the parents agreed to that statement. Finally, I am able to know and track my child's classroom activities and progress in learning, 61 (61%) of the parents agreed with the last statement item, 19 (19%) of them disagreed and 20 (20%) were not sure. The mean score was 3.78 and this implies that averagely, the parents strongly agreed to that statement.

It can be deduced from the Table 9 that, out of the six items representing the extent to which parents' attendance to schools' academic functions contribute to their preschooler's academic performance in Fanteakwa North District, most of the parents said that they support their child in the school learning process by providing with

appropriate learning materials. This was indicated by the highest mean of 4.08. It was followed by parents communicate positively with their child about school matters for him or her to actively participate in classroom learning which yielded means score of 3.91. The third in ranking was parents share their experiences with their child so that he or she does not absent themselves from classroom lessons. This was signaled by a mean of 3.88. The fourth in ranking was parents contribute to the success of their child in academics by motivating the KG teachers which yielded means of 3.81. The least in ranking was parents contribute to the success of their child extracurricular aspects in the school by motivating the KG teachers. This was signaled by the means of 3.66. It was also followed by parents are able to know and track their child's classroom activities and progress in learning which yielded means score of 3.78.

The twenty KG teachers were asked to come out with their opinions on the kind of activities parents are involved in towards their children's education in the schools and these were their responses
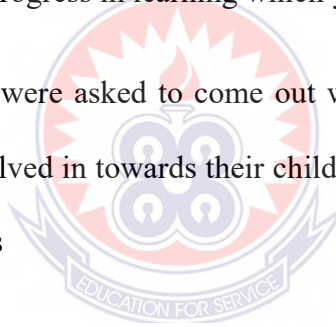
In terms of attending school functions, most of the KG teachers indicated that some parents do attend school functions such PTA meetings, open days, speech and prize giving days to know the progress of the school in terms of their wards academic performance and ways to improve the school status. Some of them take the opportunity to know the strength and weakness of their wards and how best teachers can assist their wards. KG teachers mentioned that parents' attendance in a school's events is helpful for children and the teachers. The parents are able to know about their children activities and progress in learning. Here, the teachers will know more about their pupils' problems and attitudes at home, which helps teachers find the solutions concerning how to support them in the learning process.

Theme 2: Parental attendance at school functions and its contribution to preschooler's academic performance in Fanteakwa North District

Responses that emerged from interviews were on research question two which states:

"How does parental attendance to school functions contribute to their preschoolers' academic performance in Fanteakwa North District?"

One of the teachers said that:

Some parents actively participate in decision making when the school holds meetings with them. (Female, KG2 teacher)

Another teacher said that:

Some parents visit the classroom as a guest teacher to share their experiences with their wards and also to know their wards problems, behaviour and attitudes towards their learning process. (Female, KG2 teacher)

During the interviews, one of the teachers noted that:

Some parents come to the school to make donations, my class had its share when a parent bought reading materials and encourage the pupils to read books. Another teacher indicated that some parents provide learning materials such toys, story books and game boards to motivate pupils to learn. (Male, KG2 teacher)

Some parents serve as volunteers and local resource persons. Parents who are involved in their wards education make huge contribution in assisting the school by providing buildings, furniture and maintenance work for the schools. (Female, KG2 teacher)

One of the teachers reported that; some parents pay teachers for additional lessons, special duties and extra classes. (Female, KG2 teacher)

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Another teacher said that; some parents visit their wards' schools to assess their academic progress, encouraging their wards to read books and motivating teachers for effective work. (Male, KG2 teacher)

During the interviews, one of the teachers mentioned that:

> *Some parents bought veronica buckets, face or nose masks for the schools to reduce the spread of Covid-19 virus, some of them came to the school to encourage their wards to cultivate the habit of hand washing and wearing of face or nose masks. (Female, KG1teacher)*

In summary, the KG teachers were of the view that parental involvement in schools can occur in a variety of ways. Among these are volunteering directly in the classroom, attending or participating in children's activities at school and participating in a PTA.

The above findings also showed the views of KG teachers and parents on parents' attendance to schools' academic functions contributes to their preschooler's education. The KG teachers and the parents' views were in line with Olmstead (2013) who classified parent involvement into reactive and proactive involvement. Reactive involvement means parents attend to school programs that are organized by the school such as parents' meetings, family gatherings, or volunteering whereas proactive involvement is the participation of parents in assisting their children, completing homework, discussing school activities, and following the children's improvement. The teachers and head teachers' views were also in agreement with Meintjies (1992) as cited by Ibrahim and Jamil (2012), who noted that parents' participation related to school programs such as assisting in doing homework and attending school events. The teachers and head teachers' views were in line with Wilder (2014) who claimed

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that there is a positive relationship between parents' involvements in school with the children's achievement. This means that parents can become volunteers who support the school's activities. The teachers and head teachers' views also were in line with Daniel, Wang and Berthelsen (2016) who also noted that parents' activities can include visiting the classroom as a guest teacher, helping in the school's events as a volunteer, attending to the PTA or taking the report, and communicating directly or indirectly with teachers. Parent involvement is very essential because it contributes to the success of children in academics and extracurricular aspects.

It also hastens the implementation of school projects of the Parent-Teacher Association (PTA).

4.3.3 Research Question Three: What learning facilities are available at home and how do those facilities influence the academic performance of preschoolers at Fanteakwa North District?

Six statements each were put forward to assist the researcher in assessing the learning facilities available at home and how these facilities influence the academic performance of preschoolers. The researcher came up with the findings as indicated in the Table 10.

Table 10: Parents' views on the learning facilities available at home

Statement (s)	Available F(%)	Not Available F(%)
Study room	20 (20)	80(80)
Text books such as story books, science books, mathematics books	100(100)	0(0)
Computer and game boards	30(30)	70(70)
Crayons and pencil	100(100)	0(0)
Exercise books	100(100)	0(0)
Cardboard and drawing books	60(60)	40(40)

Table 10 sought to find out the extent to which learning facilities are available at home. The findings of this study revealed that text books such as story books, science books, and mathematics books were readily available at home. Crayons, pencils, and exercise books were readily made available at home by parents. Facilities such as study room, computer and game boards were not available at home but few of the parents provide such facilities at home. Facilities such as card board and drawing books were partially available at home but few of the parents indicated those facilities were not available at home.
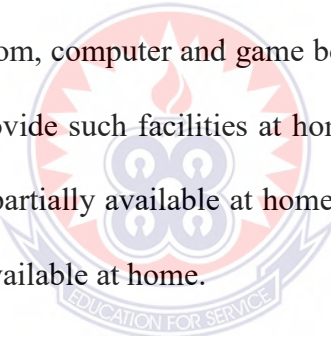
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Table 11: Parents views on how learning facilities available at home

influence the academic performance of preschoolers

Statements	SD	D	N	A	SA	Mean
1. Study room increase pupils achievement by supporting student learning.	15(15)	10(10)	2(2)	53(53)	20(20)	3.53
2. Cardboard and drawing books fosters cognitive development and stimulate curiosity	20(20)	8(8)	5(5)	43(43)	24(24)	3.43
3. Crayons and pencil improve pupils' ability to write, shade and paint	9(9)	6(6)	4(4)	47(47)	34(34)	3.91
4. Textbooks improves pupils' ability to read.	5(5)	6(6)	8(8)	40(40)	41(41)	4.06
5. Computer and game boards allow pupils to explore the knowledge independently	10(10)	5(5)	10(10)	37(37)	38(39)	3.88
6. Blackboard and exercise books helps children to learn about aspects of their culture and environment	15(15)	3(3)	7(7)	50(50)	25(25)	3.67
Grand Mean						**3.75**

Source: Field data (2020)

Table 11 sought to find out how learning facilities available at home influence the academic performance of preschoolers. The Table 11 shows that 73 (73%) of the parents agreed that study room increase pupils achievement by supporting student learning and 25 (25) % of the parents disagreed with the same statement item and 2 (2%) of them were not sure. The mean score was 3.53 and this implies that averagely, the parents agreed to the first statement. With the second statement item, card board and drawing books fosters cognitive development and stimulate curiosity, 67 (67%) of the parents agreed to the same statement item and 28 (28 %) of them disagreed with the same statement item. 8 (8%) of them were not sure and the mean score of 3.43 fell in the category of agreed. This implies that averagely, the parents agreed to the second statement. With, crayons and pencil improve pupils' ability to write, shade and paint,

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81 (81%) of the parents agreed with the third statement item. However, 15 (15%) of the respondents disagreed and 4 (4%) of them were not sure. The mean score was 3.91 meaning that averagely the parents agreed to the third statement.

On the statement, "Text books improves pupils' ability to read," 81(81%) of the respondents agreed with the fourth statement item and 11 (11%) of the respondents disagreed and 8 (8%) of them were not sure. The mean score of 4.06 fell in the category of strongly agreed. This implies that averagely, the parents strongly agreed to that statement.

With, computer and game boards allow pupils to explore the knowledge independently, 75(75%) of the parents agreed with the fifth statement item, 15 (15%) of them disagreed and 10 (10%) were not sure. The mean score of 3.88 implies that averagely the parents agreed to the fifth statement. Finally, Black board and exercise books helps children to learn about aspects of their culture and environment, 75 (75%) of the parents agreed with the last statement item, 18 (18%) of them disagreed and 7 (7%) were not sure. The mean score of 3.67 implies that averagely the parents strongly agreed to that statement.

From the Table 12, out of the six items representing how learning facilities available at home influence the academic performance of preschoolers, most of the parents said that text books improves pupils' ability to read. This was signaled by the highest mean of 4.06.

It was followed by crayons and pencil improve pupils' ability to write, shade and paint which yielded means of 3.91. The third in ranking was computer and game boards allow pupils to explore the knowledge independently. This had a mean score

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of 3.88. The fourth in ranking was Black board and exercise books helps children to learn about aspects of their culture and environment with a mean score of 3.67. The least in ranking was Card board and drawing books fosters cognitive development and stimulate curiosity. This was signaled by the means of 3.43. It was also followed by study room increase pupils achievement by supporting student learning which yielded a mean score of 3.53.

Theme 3: Learning Facilities Available at Home and their Influence on the Academic Performance of Preschoolers in Fanteakwa North District

This theme was based on research question three which states: "What learning facilities are available at home and how do those facilities influence the academic performance of preschoolers at Fanteakwa North District?" The twenty KG teachers were asked to come out with their views on how learning facilities available at home influence the academic performance of preschoolers qualitatively. The interview data are presented below.

> *One of the KG teachers reported that reading materials help the child to improve upon his or her pronunciation and accumulate more vocabularies.* (Female, KG2 teacher)
>
> *Another teacher from school A said that learning materials such as pencil and text books improve pupils' ability to write and read. (*Female, KG1 teacher)
>
> *Another teacher from school B said that learning materials such as game boards help the child to develop keen interest in numeracy such as addition and subtraction.* (Male, KG2 teacher)

Another teacher from school C noted that learning material such as computers will help the child to explore knowledge independently and search for relevant information. **(Female, KG2 teacher)**

During the interviews, one of the teachers indicated learning materials such as crayons and drawing books will help the child to develop special interest in creative arts. (Male, KG2 teacher)

Another teacher from school D said that learning materials help the child to do more practice at home so as to master the lessons. (Female, KG1 teacher)

Second teacher from school A said that learning materials helps children to learn about the aspects of their culture and environment. (Male, KG1 teacher)

One of the teachers argued that *parents should be involved in their children's education because these parents are able to monitor the child's activities such as their time and choice of programmes on television, regulate playing time after school, supervise child to do homework.* (Female, KG2 teacher)

Another KG teacher said that *parents should be providing their children with the required resources and learning materials to help them improve on their learning process*. (Female, KG1 teacher)

Another KG teacher from school C said that *parents should find time to read to their wards at home so that they can recognize letters of the alphabet and write their names sooner than the others.* (Female, KG2 teacher).

Another teacher from school A *indicated parents should find enough time to come to school to monitor their wards academic and learning process, this will help them to know the strength and weakness of their child so that they can assist in the provision of learning materials to their wards. (Female, KG1 teacher)*

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> One of the KG teachers also stated that *parents should be able to help their children with home works, assignments, projects, research, presentations or writing report to enhance their performance.* (Female, KG2 teacher)

The results from the interview show that parental involvement in provision of learning resources is key to positive achievements in educational outcomes. The KG teachers were of the view that provision of learning facilities at home influence preschooler's education positively. It emerged from the interview data that parent involvement in their child's education benefits the parents, the teachers and most importantly the child. The KG teachers also noted that parents' involvement in their children's schooling improve learner performance. All the KG teachers reported that parent involvement in their child's education include the ability of parents to regulate the child's exposure to media content especially to television and computer games, set time for the child to study and complete their homework after school hours, to regulate the time children spend playing after school and ability of the parents to guide the academic progress by helping the child to select subjects. The teachers and parents' views were in line with Evans (2017) who suggested that children who grow up in households where books are available receive, on average, three more years of schooling than children from homes with no books. Parental involvement in provision of teaching and learning resources has been associated with positive achievements in educational outcomes. Their views were also in agreement with Murithi (2003) reported that parental involvement include providing children with the required resources, reading in the presence of the child, participating in school policy making, being member of Parent Teacher Association (PTA), communicating to the school about the child's progress, attending teacher parent conferences and assisting in

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homework. Parental involvement in the education of pupils begins at home with the parents providing a safe and healthy environment, appropriate learning experiences, support, and a positive attitude about school. The teachers and parents' views were in line with Dampson and Mensah (2010) who said that parents' ability to monitor child activities such as their time and choice of programmes on television, regulate playing time after school, supervise child to do homework. These factors are believed to influence the child's studies after school. The teachers and parents' views were in line with Cho and Han (2004) who explained that a parent monitoring activities include the following; the ability of parents to regulate the child exposure to media content especially to television and computer games, set time for child to study and complete their homework after school hours, to regulate the time children spend playing after school, ability of the parents to guide the academic progress by helping student to select subjects , and lastly the ability of parent to monitor the return of their children from school.
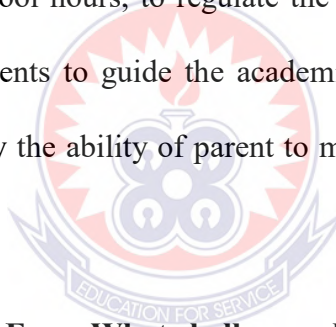
4.3.4 Research Question Four: What challenges do parents face in contributing to academic performance of their children in Fanteakwa North District?

Six statements were put forward to assist the researcher in identifying the challenges parents face and their influence on their contribution towards the academic performance of their children in Fanteakwa North District. Each statement was scored on a 5-point scale strongly agree (SA), agree (A), not sure (NS), disagree (D), or strongly disagree (SD). the opinions of parents were categorized into two groups of "agreed" and "disagreed" for a better understanding and clear interpretation of data and the responses were scored using five-point rating scale. The researcher came up with the findings as indicated in Table 12.

Table 12: Challenges parents face in contributing to the academic performance of their children

Statements	SD	D	N	A	SA	MEAN
Lack of interest of parents in the education of their children	5(5)	9(9)	3(3)	33(33)	50(50)	4.14
Inflexible work schedules	8(8)	10(10)	2(2)	35(35)	45(45)	3.99
My level of education	20(20)	5(5)	10(10)	30(30)	35(35)	3.55
An environment where parents do not feel welcomed in schools	17(17)	17(17)	10(10)	36(36)	20(20)	3.25
Parents having a negative view of school from their own experiences	9(9)	6(6)	4(4)	47(47)	34(34)	3.91
Employment barriers may limit my involvement	10(10)	5(5)	10(10)	37(37)	38(38)	3.88
Grand Mean						**3.79**

Source: Field Data (2020)

Data from Table 12 indicates the challenges parents face and their influence on their

contribution towards the academic performance of their children in Fanteakwa North

District. It shows that 83 (83%) of the parents agreed that lack of interest of parents in

the education of their children was one of the challenges parents face towards the

academic performance of their children and 14 (14%) of the parents disagreed with

the same statement item and 3 (3%) of them were not sure. The mean score of 4.14

implies that averagely, the parents strongly agreed to first statement. On, Inflexible

work schedules, 80 (80%) of the parents agreed to the same statement item and 18 (18

%) of them disagreed with the same statement item. 2 (2%) of them were not sure and

the mean score of 3.99 fell in the category of strongly agreed. This implies that

averagely, the parents strongly agreed to the second statement. With, my level of

education as a challenge, 65 (65%) of the parents agreed with the third statement item.

However, 25 (25%) of the respondents disagreed and 5 (5%) of them were not sure. The mean score of 3.55 implies that averagely the parents strongly agreed to third statement.

Concerning, an environment where parents do not feel welcomed in schools, 56 (56%) of the respondents agreed with the fourth statement item and 34 (34%) of the respondents disagreed and 10 (10%) of them were not sure. The mean score of 3.25 fell in the category of agreed. This implies that averagely, the parents agreed to that statement. With, parents having a negative view of school from their own experiences, 81 (81%) of the parents agreed with the fifth statement item, 15 (15%) of them disagreed and 44 (44%) were not sure. The mean score of 3.91 implies that averagely the parents agreed to the fifth statement. Finally, with low levels of education, as reported by the parents themselves, is that they cannot help their children with homework or other school-related issues, because their knowledge is limited, 75 (75%) of the parents agreed with the last statement item, 15 (15%) of them disagreed and 10 (10%) were not sure. The mean score of 3.88 implies that averagely the parents strongly agreed to the sixth statement

In Table 12, out of the six items representing the challenges parents face and their influence on their contribution towards the academic performance of their children in Fanteakwa North District, most of the parents first considered lack of interest of parents in the education of their children as part of their the challenges parents face towards the academic performance of their children. This was signaled by the highest mean of 4.14. It was followed by Inflexible work schedules which yielded a mean of 3.99. The third in ranking was parents having a negative view of school from their own experiences. This was signaled by a mean of 3.91. The fourth in ranking was

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employment barriers may limit my involvement which had a mean score of 3.88. The least in ranking was an environment where parents do not feel welcomed in schools. This was signaled by a mean of 3.25. It was also followed by adequate planning of lesson notes which yielded means of 3.55.

Theme 4: Challenges facing parents in contributing to academic performance of their children in Fanteakwa North District

This theme emerged from research question which sought to find out challenges confronting parents in contributing to academic performance of their children. The KG teachers were asked to come out with their opinions on the challenges parents face and their influence on their contribution towards the academic performance of their children in Fanteakwa North District qualitatively and these were their responses.

One of the teachers from school A, noted that;

> *The socio-economic status of some parents affect their children's education. She said as a result of financial hardships children persistently absent themselves from school to work to supplement their parents' efforts.* (Female, KG2 teacher)

> *Due to hardships faced by parents, they do not show interest in the wards learning process. That is why some pupils fail in their examination since they join their parents in trade.* (Female, KG1 teacher)

Another teacher said that;

> *Through interaction with some parents, some of them receive low income per month, which leads them to working more jobs and not to*

spend enough time at home helping their children with their school work. (Male, KG2 teacher)

Another teacher from school B mentioned that;

With low levels of education, as reported by the parents themselves, is that they cannot help their children with homework or other school-related issues, because their knowledge is limited. (Female, KG2 teacher)

One of the teachers stated that;

Through interaction with single parents who had their wards in the school, some of them have less income and lack support which can increase stress and conflicts. (Male, KG2 teacher)

They usually struggle with time management issues in order to balance many different areas, in the process some become less involved with their children and give less encouragement and have low expectation for their children. (Female, KG1 teacher)

Children from single parents' households sometimes do not perform. (Male, KG1 teacher)

Another teacher from school C reported that;

One of the reason for parents not to be involved is the fact that schools sometimes fail to create strong links between homes and schools or an environment where parents do not feel welcomed in schools more especially low income earners. This situation is made worse by the fact that some parents are unable to read and write and they can only communicate in their mother tongue, which makes it difficult for them to assist their children with their homework. (Female, KG2 teacher)

It emerged from the interview data that the KG teachers had issues with some parents who neglected their responsibilities towards the welfare of their children in schools.

They were of the view that some parents do not show interest in their children's school. These parents due to the quest to make up for their family spend most of their day outside the homes and hence have little input in the monitoring of their children. Despite attempts to encourage parental involvement in the schools, progress is being hampered by factors such as poverty, single-parent households, unemployment and a lack of supportive family structures. Important obstacles that constrain parents' ability to become actively involved in their children's education include the teachers' attitudes and the parents' family resources. According to the KG teachers, some parents who had the wards in the school may have a negative view of school from their own experiences. This could lead to avoidance of school, which may be associated with their hesitance to question teachers or schools because they feel inferior. The views of the teachers were parallel to the opinions of the teachers. The KG teachers and parents' views were in line with Pryor and Ampah (2003b) who posited that most parents were apathetic to the schooling of their children.

Parents lacked interest in education and as such did not bother to get involved in the learning activities of their children. The teachers and parents' views were also in agreement with Baker and Stevenson (1986) and Lareau (1987) who stated that less educated parents are not willing or able to become involved in their children's education. Their views were in line with that of Lee and Bowen (2006) who reported that parents may have a negative view of school from their own experiences. This can lead to avoidance of school, because they feel inferior. Their views were also in line with that of Singh, Mbokodi and Msila (2004) who mentioned that one of the challenges that hampers effective parental involvement is low income that some receive per month, which leads them to working more jobs and not to spend enough time at home helping their children with their school work.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Overview

The purpose of the study was to investigate parental involvement in their preschooler's education in Fanteakwa North District. The study sought to answer the following research questions: How does parents' supervision of homework influence their preschoolers' academic performance in Fanteakwa North District? How does parental attendance to schools' academic functions contribute to their preschoolers' academic performance in Fanteakwa North District? What learning facilities are available at home and how do those facilities influence the academic performance of preschoolers at Fanteakwa North District? What challenges do parents face in contributing to academic performance of their children in Fanteakwa North District? The explanatory sequential design based on mixed-methods research was adopted for this study. The target population for this study involved public Kindergarten school teachers and the entire parents having their wards in Kindergarten schools in the Fanteakwa North District of the Eastern Region of Ghana. The accessible population was all the public kindergarten teachers and the entire parents having their wards in the public kindergartens in the District. A total of 120 respondents (100 parents and 20 KG teachers) were sampled as respondents for the study. Simple random sampling technique was adopted in sampling the parents, while purposive sampling technique was utilised in sampling kindergarten teachers for the study. The instruments used for the study were questionnaire for parents and semi-structured interview guide for the teachers.

Descriptive statistics such as frequency, percentages, and means (arithmetic mean) were used to analyse and report the quantitative data. On the other hand, thematic analysis was used to organise the interview data.

5.1 Summary of Findings

The key findings of the study were as follows:

The first research objective was to assess the extent to which parents' supervision of homework influence their preschoolers' academic performance in Fanteakwa North District. The findings revealed that most teachers in the Fanteakwa North District assign homework to preschool pupils at least thrice per week and more. The study found that majority of the help to improve children's attitude towards homework, develop and enforce rules to guide children's behaviour during homework, encourage them to complete homework, and assist them manage time for homework properly (cut-off mean ≥3.86).

The second research objective was to determine the extent to which parents' attendance to schools' academic functions contribute to their preschoolers' academic performance in Fanteakwa North District. Most of the parents said that they support their child in the school learning process by providing with appropriate learning materials, and ensuring that children do not absent from school (cut-off mean ≥3.85). This finding is parallel to the views of KG teachers on parents' attendance to schools' academic functions contributes to their preschooler's education.

The third research objective sought to assess the extent to which the provision of learning facilities at home by parents influence their preschoolers' academic performance in Fanteakwa North District. The findings indicate that most parents of

preschool children have learning and writing materials such as crayons, pencils, exercise and reading books at home for children. Parents believed that crayons and pencil improve pupils' ability to write, shade and paint (cut-off mean ≥3.85). The KG teachers supported the assertion that parent involvement in their child's education benefits the parents, the teachers and most importantly the child.

Finally, the study identify the challenges parents face and their influence on their contribution towards the academic performance of their children in Fanteakwa North District. The findings revealed low parental interest in children's education, inflexible work schedules, and other unemployment barriers (cut-off mean ≥3.85). The teachers corroborated that some parents neglected their responsibilities towards the welfare of their children, while some do not show interest in their children's school.

5.2 Conclusions

The study concluded that parental involvement in their preschooler's education was very important to their children's academic performance. Parental involvement in children's education at early stages is characterized by different levels of interactions between teachers and parents. The study indicated that some parents helped to improve their children attitude towards homework whiles others could not assist them with their homework. The study revealed that provision of learning facilities at home influence preschooler's education positively. Parental involvement in provision of learning resources has been associated with positive achievements in educational outcomes. Some parents failed to attend Parent-Teacher Association meetings to enquire more about their children's performance at school. This could be largely attributed to the fact that most of these parents had a low educational level, and so did not see the relevance of attending such meetings. Some parents did not show interest

in their children's school. The occupation of parents significantly affected the academic performance of pupils. This implied that pupils' performance largely depended on their parent's occupation granted their parents were involved in their academic work. Aside the level of education of parents, parental occupation, family size and their involvement significantly influenced the academic performance of pupils at Fanteakwa North District.

5.3 Recommendations of the Study

The following recommendations are made based on the findings of the study:

1. It is recommended that parents in particular should create time from their busy schedule to participate more in their children's education activities if they expect improved academic performance.

2. There is need for school head teachers and teachers to find ways of introducing programmes to ensure that parents closely monitor and participate in; assisting their children with school work, buying children a present when they perform well, attending school meetings and discussing with teachers about their children's progress. This is likely to motivate children to work harder and to do their school work better. This can be achieved if open days can be introduced in school where once in a term parents come to school to view children's work and discuss with teachers.

3. To improve the levels of parental involvement in children's reading at home, the Ministry of Education needs to formulate policies on parental involvement. These policies would strengthen sensitization and training of parents in order to enable them to support their children's reading development. Parental

involvement in provision of learning resources has been associated with positive achievements in educational outcomes.

4. Parents and teachers should collectively explore alternative avenues and measures that circumvent the problem appropriately to eliminate unrealistic expectations and strain on parental involvement. The teachers should therefore empower parents if they feel incapacitated due to their low education level.

5.4 Suggestion for Further Studies

This study recommends that a similar study be conducted in all other Districts in Eastern Region. One would like to know if the same case applies to the rest of the Districts. There should also be a research to help provide information on the impacts of modern methods of parenting and technologies on the social aspect of a pupil. Studies examining other factors that influence parental involvement in children's reading at this level should be conducted.
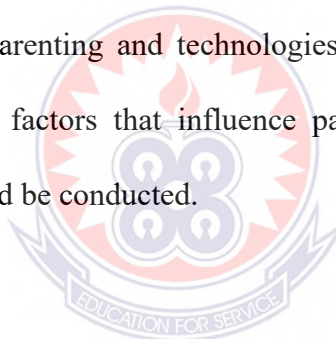
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APPENDICES

APPENDIX A

Questionnaire for Parents

The purpose of study sought to investigate parental involvement in their preschooler's education in Fanteakwa North District.

Your contribution towards the completion of this questionnaire will be highly appreciated and the information provided will be used for academic purposes only and shall be treated with the utmost confidentiality it deserves. Thank You.

SECTION A: Background Information of parents

Please, respond to all the items below by putting a tick (√) in the appropriate space provided

Sex: Female [ ] Male [ ]
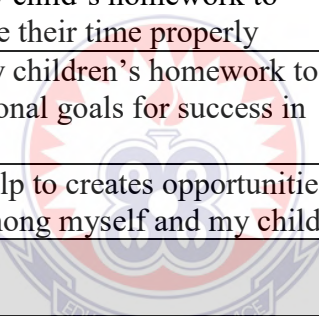
Age (in years): 21-26 [ ] 27-31 [ ] 32-36 [ ] 37 and above [ ]

Level of Education: Untrained [ ] Certificate [ ] Diploma [ ] First Degree [ ]

Masters' Degree [ ]

SECTION B

Please, respond to all the items on this page by putting a tick (√) in the appropriate space provided using the following scale: Strongly Disagree (SD)=1, Disagree (D)=2, Not Sure

(NS)=3, Agree (A)=4, and Strongly Agree (SA)=5.

Parents' view supervision of homework at home influence their pre-schoolers' education						
S/No.	Statement	SD	D	NS	A	SA
1.	My supervision at home help to improve my child's numeracy and literacy skills					
2.	I get involve in my child's homework to help them develop good study habits					
3.	I help to improve my child's attitude towards homework.					
4.	I get involve in my child's homework for them to perform better academically					
5.	I develop and enforce rules to guide children's behaviour during the time they are doing their homework					
6.	I get involve in my children's homework to develop and foster children's initiative					
7.	I get involve in my child's homework to help them develop a homework schedule.					
8.	I get involve in my child's homework to assist them manage their time properly					
9.	I get involve in my children's homework to help them set personal goals for success in school					
10.	My supervision help to creates opportunities for interactions among myself and my child.					
Parental attendance to schools' academic functions contribute to their pre-schoolers' education						
11.	I am able to know and track my child's classroom activities and progress in learning					
12.	I will know more about my child's problems, behaviour and attitudes at school					
12.	I contribute to the success of my children in academics and extracurricular aspects in the school by motivating the KG teachers					
13.	I share my experiences with my child so that they do not absent themselves from classroom lessons					
14.	I support my child in the school learning process by providing with appropriate learning materials					
15.	I communicate positively with my child about school matters for them to actively participate in classroom learning					

Availability of learning facilities at home				
S/No.		**Available**	**Not available**	**NS**
16.	Study room			
17.	Text books such as story books, science books, mathematics books			
18.	Computer and game boards			
19.	Crayons and pencil			
20.	Black board and exercise books			
21.	Card board and drawing books			

Influence of facilities on preschoolers education						
S/No.	**Statement**	**SD**	**D**	**NS**	**A**	**SA**
16.	It increase student achievement by supporting student learning					
17.	It allows the student to explore the knowledge independently					
18.	It improves students' ability to read and write					
19.	It fosters cognitive development and stimulate curiosity include telling stories counting and drawing					
20.	It helps children to learn about aspects of their culture and environment					
21.	It also gives children an opportunity to practice social roles.					

Challenges do parents face in contributing to educational development of their children in Fanteakwa North District						
S/No.	**Statement**	**SD**	**D**	**NS**	**A**	**SA**
22.	My level of education can pose as a barrier to my involvement in my					

	children's academic achievement					
23.	Employment barriers may limit my involvement					
24.	Teachers' attitudes and environment where I do not feel welcomed in schools					
25.	Parents having a negative view of school from their own experiences					
26.	Inflexible work schedules can physically inhibit parents from being involved					
27.	Lack of interest of parents in the education of their children					

APPENDIX B

Interview Schedule for Teachers

SECTION A - BACKGROUND INFORMATION

Please, respond to all the items

What is your Age?

What is your level of Education?

How long have you been working in your school?

SECTION B

Question 1a: Do you usually give homework to your pupils? And if yes, how many times per week?

After giving homework do you continually check whether pupils do finish the work given?

When you give homework do you expect parents to assist the learners? And if yes do you inform parents to assist their children? If no, give reasons why you don't?

In your opinion, do you think homework improves academic performance of the child?

Q2a. How does parental attendance to schools' academic functions contribute to their preschooler's education in your school?
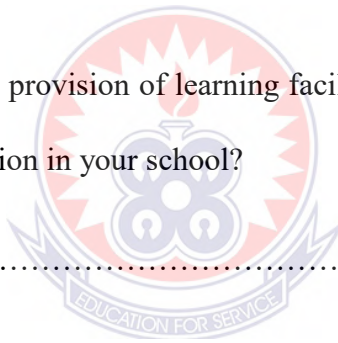
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2b. what kind of activities are the parents involved in towards their children's education?

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Q3a. To what extent does provision of learning facilities provided at home influence their preschooler's education in your school?

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3b. How would you like parents be involved in their children's education so as to ensure that they all perform excellently in school?

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Q4. In your own view, what challenges do parents face in contributing to educational development of their children in your school?

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Thank you for your co-operation