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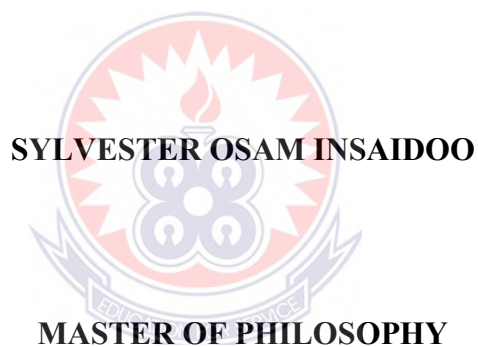
PARENTAL INVOLVEMENT IN SCHOOL ADMINISTRATION AND STUDENTS' ACADEMIC ACHIEVEMENTS OF SENIOR HIGH SCHOOLS IN ABURA ASEBU KWAMANKESE DISTRICT

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A thesis in the Department of Educational Administration and Management, Faculty of Educational Studies, submitted to the School of Graduate Studies in partial fulfillment of the requirements for the award of the degree of Master of Philosophy (Educational Administration and Management) in the University of Education, Winneba

APRIL, 2022

DECLARATION

Student's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this University or elsewhere.

Name of Candidate: Sylvester Osam Insaidoo

Signature………………………………

Date ………………………………….

Supervisor's Declaration

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

Prof. Samuel Asare Amoah, PhD   (Principal Supervisor)

Signature ……………………….……….

Date: ………………………………………

Judith Bampo, PhD   (Co-Supervisor)

Signature……………………………....

Date: …………………………………..

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DEDICATION

To my children especially Maxwell Kwesi Baidoo and Bernice Insaidoo

ACKNOWLEDGEMENTS

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ABSTRACT

The study investigated parental involvement in school administration and its effect on students' academic achievement in Senior High School (SHS) in Abura Asebu Kwamankese (AAK) District in the Central Region of Ghana. The study adopted the concurrent triangulation design of the mixed method approach. Proportionate stratified and simple random sampling techniques were used to select a sample of 338 students from 2,885 students by Krecjie and Morgan while convenience and census sampling techniques were used to select 160 parents and 4 heads of the four SHSs respectively. Questionnaire and interview guide were the instruments used to collect data. Means and standard deviation and Simple Linear Multiple Regression were used to analyse the quantitative data while the qualitative data was analysed using themes. The findings of the study indicated that SHS students have good perceptions on their parents' academic involvement with overall mean M=2.64 compared to the standard mean M=2.5. The study also revealed that parents in the AAK District have good perception towards their involvement in school administration with overall mean M=3.01 compared to the standard mean M=2.5. Involvement in school administration include; provision of students' academic supports, provision and maintenance of school infrastructure, enquiring about students' welfare, serving in school board and committees, and participating in school functions such as PTAs. The conclusions drawn were that parents in AAK District involved themselves in school administration and that their involvement has significant and positive impact on students' academic achievements (R=0.729 P=000<0.05). Based on the findings, it was recommended that parents continue to involve themselves in school administration and their children's academic work in order to increase their students' academic achievements, Heads of schools should continue to engage parents in the administration of the school.
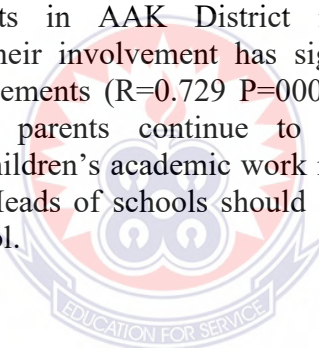
CHAPTER ONE

INTRODUCTION

1.1   Background to the Study

Education is both a human right in itself and indispensable means of realizing other human rights. This is why the government of Ghana has been struggling to improve educational access, equity and equality in her various educational reforms including making education accessible to every Ghanaian citizen of school going age by making education almost free from the Kindergarten to Senior High School (SHS) through the policy of capitation grant at the Government Basic schools across the Country and free Senior High School policy in Ghana. All these policy initiatives were to improve access to Education and this has seen the Government of Ghana improving educational infrastructure and the provision of other education input to enhance education delivery in Ghana.

Since the tasks of providing quality education is so huge and the Government alone cannot shoulder such responsibility, parents also have a role to play to enhance the provision of quality education that will improve students' academic achievement. In the school setting, the contribution of the role of parents in improving the academic achievements of students cannot be underrated. To ensure that students' academic achievement is improved, parents are expected to perform some roles such as providing educational materials, guiding students' learning at home, liaising with teachers to know the academic progress of students, making the home a convenient environment for learning and among others.

In the view of Cotton and Wikelund (as cited in Ajayi, Haastrup & Arogundade, 2009) noted that many benefits are accrued for the school and for parents themselves when parents become involved in their children's school activities.

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They further maintained that, there is school personnel benefit from the improved rapport that generally accompanies increased parents' involvement. This rapport is often expressed in parents' increased willingness to support school with their labour and resources during fund-raising activities or special projects. Thus, education in the premises of a family life must be seen through the perspective of its contribution to the overall child raising up which is crucial to their proper formation of children's personality and preparation for leading an independent life. Parental support to children among others such as helping children with their homework, would help children to create an everyday routine of learning and in the opinion of the researcher promotes a two-way communication between the parents and children.

It is therefore clear from the assertions from the above writers that academic achievements of students cannot happen out of the blue, but will need some support of stakeholders such as the parents, students and the school administration with the school administration playing a leading role while the parents also provide the needed support and the logistics the students may need to enhance their academic achievement.

The school administration is considered one of the most important areas of administration and the greatest one in the community, which its role is no longer limited to implementing educational policies and objectives but has become responsible for raising the generations and qualifying them in a rapidly changing era (Laila & Muhammad 2016). According to Laila and Muhammad (2016), school administration keeps in direct contact with the community, provides it with care and education, and proper environment that would academically qualify students well, leading eventually to the progress of community and upgrade its level.

The school administration continuously follows up the students' issues and problems, monitors and provides solutions (Faulkner, 2015). In providing solutions such as improving students' academic achievement especially in the SHSs requires the role of parental involvement in school administration. According to Smith (2006), parental involvement is the commitment from the parents to actively participate in, both, the school and their children's education. The involvement of the parents is to help their children to strengthen their academic and non-academic abilities. A common definition of parental involvement is difficult as the role of the parent is crucial in all aspects of the children (Fan, 2001).

Martinez (2015) is also of the view that, parental involvement corresponds to many constructs of school such as engagement, which includes attending parent-teacher conferences, contributing to extracurricular activities, monitoring student grades, imparting parental values, helping with homework, and providing intrinsic and extrinsic motivation. The role of parents is not limited to particular aspect. Regular contact of parents with the school activities help to increase the regular attendance and academic achievement levels of children. Additionally, it is globally comprehended that parental involvement in school administration contributes significantly to academic activities in schools. Such 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 fulfilment 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 (Desforges & Abouchaar, 2003). The assertion of Desforges and Abouchaar throws more light on how significant the role of parents is in school

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administration as well as in students' academic achievement. Many researchers recognise the important role that strong positive bond between homes and schools play in the development and education of children (Edwards & Alldred, 2000; Henderson & Berla, 1994; Richardson, 2009; Sanders & Sheldon, 2009; Sheldon, 2009).

According to Hill and Craft (2003), parental involvement in school administration in Senior High Schools is one factor that has been consistently related to a child's increased academic achievement. In support, Thomson (2001) added that parents are said to be partners, clients, consumers and educational assistants in as far as administration of schools are concerned. Furthermore, in the view of Standing (1999), parental role in education especially in school administration embodies a range of pedagogical and educational tasks that articulate the school, including the provision of a positive learning environment, and the organisation of routine household tasks that fit the school day. The parents' role in their children's education presents significant evidence when their role in education takes a priority. Parents play a significant role in improving students' academic results when they are involved in their learning.

In a study carried out by Marschall (2006) among Latino students in Chicago, it was discovered that parental involvement in school's administration increased parent skills and information which equip them to assist their children in school related activities when they come back home. To add to this, Lareau (2011) postulates that when parents are involved in their children's schooling, they meet other parents who provide them with information on school policies, and practices. Besides that, when parents and teachers interact, teachers learn about the parents' expectations for their children and their children's teachers. However, both Marschall and Lareau

explained that they do not know what may happen to students' academic achievement if parents are left out in school related activities especially in school administration. It has also been argued by Hill and Taylor (2004) that parents from higher socioeconomic backgrounds were increasingly likely to be more directly involved in their child's schooling than parents of lower socioeconomic status. They further noted that a higher education level of parents is positively associated with a greater tendency for them to be a strong advocate for their child which eventually encourage them to academically perform well. However, parents from lower socioeconomic backgrounds faced barriers that impeded being involved ranging from feelings of inadequacy due to their level of education, to basic scheduling needs and lack of resources.

Dohner-Chávez, (2006) also noted that aside from ethnicity or economic background, parental involvement in a child's education has a profound effect on academic success. They however, cautioned that providing adequate guidelines, strategies, and techniques to involve parents in school is crucial and should be a priority to the school administrators. Smith, Stern and Shatrova (2008) also added that, if public school administrators and educators want parents to assume more responsibility, schools need to take proactive approaches that identify solutions to remove barriers to parental involvement. Parents are important asset to improving academic achievement, and they should be given the tools necessary to be active in their children's education.

In emphasising the role of parents in the school administration, Epstein (1995) identified six stages, or categories of school-related parental involvement to include: (1) assisting parents in child-rearing skills, (2) school-parent communication, (3) involving parents in school volunteer opportunities, (4) involving parents in home-

based learning, (5) involving parents in school decision-making, and (6) school-community collaborations. Inferring from the above categories indicate that Epstein's perspective focused on the actions which should be taken by both schools and teachers to encourage more active parental involvement.

Apart from the influence of parental involvement on students' academic achievement (Sheldon & Epstein, 2005; Zellman & Waterman, 1998), noted that parental involvement has been identified to improve students' attendance (Sheldon & Epstein, 2005), and behaviour in school (Sheldon & Epstein, 2005) as well as their completion of homework (Singh et. al, 1995). There is a general agreement that parents' involvement enhances academic achievement. Studies conducted also suggest that students whose parents are involved in school administration perform better in school regardless of parental education, or family structure (Bogenschneider, 1999), or income level (Shaver & Walls, 1998). Another study conducted by Krishna (2011) reported that one strategy that has also been correlated with student achievement is the increase in parental involvement by means of classroom support, homework help, and active involvement in Parent Teacher Association (PTA).

1.2   Statement of the Problem

A number of studies have been conducted to explore the factors that affect academic achievements of students in a number of educational institutions. Majority of these studies have focused on parents (family causal factors), teachers (academic causal factors), and students (personal causal factors) (Diaz, 2003; Georgiou, 2007; Fan & Williams, 2010). Thus, knowledge of these causal factors by both parents and the school would help them in their quest to improving the academic achievements of students. These contributions form part of the parental involvement in the school-related activities like the administration of the school. Knowledge of positive effects

of parental involvement in school administration on students' academic achievement has attracted many educators and researchers in the field of education in the world in their quest to seek for knowledge. For instance, Epstein (2002) argued that, no school improvement has been created without parental involvement which strengthened parents, teachers, administrators and students' partnerships, improving schools, assisting teachers and strengthening families. In the view of the researcher, the important role of parents in bringing up the students apart from the classroom instruction given by the teachers cannot be underestimated and it is therefore important that parents are encouraged to actively involve themselves in school activities to enhance students' academic achievements.

Research indicates that parental involvement in school administration is an effective strategy to ensure students' success (Barnard, 2004; Desimone, 1999; Hill & Craft, 2003; Hill & Taylor, 2004; Zellman & Waterman, 1998). Parental involvement has many positive effects on students other than academics, including increased motivation, self-esteem, and self-reliance, which may lead to academic success regardless of economic background. Conversely, research affirms that inadequate or no parental involvement contributes to low student achievement and engagement (Bower & Griffin, 2011).

Another study conducted by Mante, Awereh and Kumea (2015) which focused on the involvement of parents in school related activities in Secondary Schools in Ashanti Mampong and the academic achievements of students also reported that the involvement of parents especially in school administration has positive significant impact on the academic activities of students. This was further confirmed by the assertion of Martinez (2015) who postulated that parental involvement in administration of the school is significant and has positive impact on the academic

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success of the students. This makes parental involvement an important factor in determining the academic success of students.

Another finding reported by Epstein (1995), Epstein (2002), Mihayo (2004), Sanders and Sheldon (2009) and Sheldon (2009) shows that there are effects of parental involvement in school activities on students' academic achievement as well as providing love, security, guidance and care that contribute to good academic achievemens of students.

Studies clearly indicate that quite a number of them have been conducted on the international perspective. Globally, inadequate parental and involvement in school administration are frequently reported in the mass media and other social media platforms. Research affirms that inadequate and low parental involvement contribute to low students' academic achievement (Bower & Griffin, 2011). Similarly, stakeholders of our SHSs in Ghana are also complaining about inadequate support for schools and lack of parental involvement in school administration in improving the quality of education as well as the academic achievement of students (Amponsah, Milledzi, Ampofo & Gyambrah, 2018). According to these authors, school stakeholders are frustrated by inadequate infrastructure in our schools, inadequate teaching materials and poor staff-parents relationship as well as the burden of improving students' academic achievement has been left to them alone without the participation of parents. Despite numerous benefits of parental involvement in school administration and its positive effect on students' academic achievement which have been affirmed by many researcers, it appears the issues of lack of parental involvement in school and other school related activities, inadequate support for schools and poor staff-parents relationship pertain in the four SHSs in AAK District. The researcher's personal observations at Parent Teacher Associations (PTA) and

other conferences such as Speech and Prize-Giving Days in Moree Community SHS and Abakrampa SHS as a parent and a guardian respectively and the interactions with some Heads in Abura Dunkwa SHS and Aggrey Memorial SHS at similar functions indicated low participation in school activities by the stakeholders in Education including parents. This has created a gap in SHSs in AAK District in terms of parental involvement and support to school administration which according to the numerous studies affect student' academic achievements. Meanwhile, the study conducted by Amponsah, Milledzi, Ampofo and Gyambrah suggests that stakeholders are frustrated about the lack of parental involvement in school administration in our SHSs simply because all the measures to ensure the academic achievements of students are left to teachers alone without the effort of parents. This situation of inadequate parental involvement and support also pertained in the SHSs in the AAK District. This means that a study which sought to make recommendation for the involvement of parents in school administration is worthwhile and worth investigating. Thus, the intention of the reseacher to investigate the issue of parental involvement in school administration and its impact on students' academic achievement in SHSs in AAK District to either confirm or otherwise the numerous assertions by many researchers on the parental involvement in school administration and its effect on academic achievement of SHSs.

1.3   Purpose of the Study

The purpose of a study is the most significant statement of a study and points out the intent (Creswell, 2008). According to him, this also influence the choice of the research approach and methods for data collection. Thus, the main purpose of this study was to examine the influence of parental involvement in school administration on SHS students' academic achievements in AAK District in Central Region.

1.4   Objectives of the Study

The study sought to:

1. To find out how SHS students perceive their parents' academic involvement in AAK District.

2. To determine the extent to which parents are involved in SHS administration.

3. To explore the areas the school allows parents to take part in SHS administration.

4. To examine the influence of parental involvement in school administration on students' academic achievement of SHS in AAK District.

1.5   Research Questions

1. What perception do the SHS students have about their parents' academic involvement in AAK District?

2. What is the perception of parents on the extent to which they are involved in school administration of SHSs in AAK?

3. What areas of involvement does the school allow parents to take part in the administration of SHSs in AAK?

4. What is the impact of parental involvement in school administration on students' academic achievements of SHSs in AAK?

1.7   Significance of the Study

The findings of the study would be useful to parents, students, teachers and administrators. This is because the findings of the study would assist teachers to gain best practices that encourage partnership and includes healthy two-way communication practices with parents, in addition to effective support strategies. Administrators at the schools and District levels will identify persistent barriers of

parental involvement at their schools and create a new model of parental involvement opportunities to overcome those barriers. Students would benefit overall from the collaborative efforts of both the schools and the home.

The findings of the study would also highlight ways in which parents can better support their children and the school, considering all the barriers, and build a healthy and productive relationship with the school and their child's teacher. The findings of the study would also bring awareness to educational planners and policy makers, educational administrators and community at large to make sure that, there is good parental involvement at all school levels. Lastly, the findings of the study would also add to the limited body of knowledge especially in the Ghanaian perspective by providing an empirical evidence on the aforementioned variables.

1.8   Delimitation of the Study
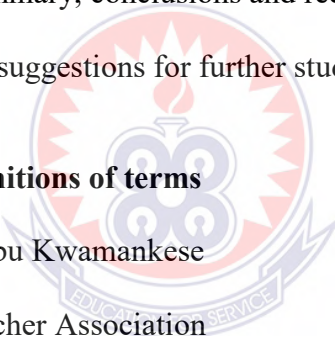
The study was delimited to variables that relates to the impact of parental involvement in school administration on student academic achievement. The scope of the study covered SHS in the AAK District but not other District or Municipalities. In furtherance, the scope of the study was limited to public SHS but not private schools because it appears parents involve themselves more in the public schools than the private schools through their vibrant PTA system.

However, not much is heard about provision of educational infrastructure and logistics in the private schools since in the opinion of the researcher, the private schools are undertaking some kind of businesses and it will very difficult for parents and other old students to voluntarily make such donations to a profit-making institution like private schools.

1.9   Organisation of the Study

The study is organised into five chapters. Chapter one consists of the background to the study, statement of problem, purpose of the study, research objectives, research questions. It also presents the significance, delimitation of the study. The second chapter focused on the review of existing literature in relation to parental involvement. The methodology which is captured in the third chapter also deals with the description of the research design, population, sample and sampling technique and data collection instruments. The chapter also captures validity and reliability of the instruments, ethical considerations as well as data processing and analysis. Chapter four presents the results and discussion of the study while the fifth chapter focuses on the summary, conclusions and recommendations from the findings. The chapter also includes suggestions for further studies.

1.10   Operational Definitions of terms

AAK-   Abura Asebu Kwamankese

PTA-   Parent Teacher Association

SHS-   Senior High School

MOE-   Ministry of Education

KEEA-   Komenda Edina Eguafo Abirem

SPSS-   Statistical Packages for Social Sciences

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0   Overview

This chapter reviewed relevant literature related to the study. To be able to link one's own research questions, findings and discussions to the existing literature, it is important and useful to demonstrate the credibility and contributions of the authors whose books and articles references were made to. Thus, the existing literature represents an important element in all research. The review summarizes and synthesizes the arguments and ideas of existing knowledge in a particular field.

To understand our collective understanding, a researcher or a scholar needs to understand what has been before, the strengths and weaknesses of the existing studies and what they might mean. According to Boote and Beile (2005:3), a researcher cannot perform significant research without first understanding the literature in the field. Reviewing literature helps the researcher to develop a conceptual framework to guide the study. Through literature review, the analysis, findings and discussions are compared with the framework to find out whether they support, challenge or advance the existing knowledge.

In this study, a lot of literature related to the study have been reviewed. It is organized in different sub-sections which include; theoretical literature review, conceptual review and empirical review. In the conceptual review, concepts/themes such as the concept of parental involvement, typology of parent involvement, benefit of and barriers to parental involvement, students' academic achievement, perception of students on their parental academic involvement, perception of parents on their involvement in school administration, and the influence of parents' involvement in

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school administration and students' academic achievement were reviewed. Also, empirical studies were done according to the research objectives.

2.1   Theoretical Literature Review

The study employed Epstein's framework of parental involvement in school administration, Hoover-Dempsey and Sandler's Parental Involvement Model, Swap model of parental involvement and Hornby model as the theoretical framework for the study.

2.1.1   Epstein's Theoretical Framework

Epstein's Framework is based on findings from many studies about what factors are most effective when it comes to children's education (Epstein, 2009). These factors include parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community.

Parenting requires families with parenting and child rearing skills, understanding child and adolescent development, and setting home conditions that support children as students. For example, parents should be able to create a conducive environment where children can learn and grow freely. Schools can help families understand and carry out this parenting responsibility in a number of ways (Epstein, 2002; Epstein 1998). With this aspect, all families may establish home environments which are conducive to support children's learning.

Communicating as a factor which plays a role in children's education refers to how best an effective two-way communication is designed and conducted. That is, school to home and home to school, about school programmes and about children's progress. This bridges the gap between parents and schools, which exist due to inadequate information between parents and teachers. Effective communication can

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be achieved through conferences with every parent at least once a year, with follow-ups as needed. Again, parents' names and contact can appear in students' admission forms. Parent's commitment can also be tracked by setting up a special desk where parents register anytime, they visit the school.

In volunteering, parents can voluntarily avail themselves to help and support in the day-to-day activities in the school. It is believed that, most parents are professionals. Thus, some are businessmen whilst others are talented with skill and expertise in diverse way which can help and support teachers achieve the goals of the school. In so doing, it reduces the burden teachers experience when monitoring students' progress (Epstein, 2002; Burke, 1998).

Furthermore, learning at home provides information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions and planning. In practice, it may seem difficult but Epstein (1998) provides workable sample practices. These sample practices include provision of information for families on skills required for students in all subjects at each level/form, information on homework policies and how to monitor and discuss schoolwork at home, information on how to assist students to improve skills on various class and school assessments, provision of regular schedule of homework that requires students to discuss and interact with families on what they are learning in class, calendars with activities for parents and students at home, family mathematics, science, and reading activities at school, holiday learning packages or activities, family participation in setting student goals each year and in planning for high schools so as to keep them aware of future obligations and creating desire to see their children's future.

Again, decision making refers to including parents in school decisions and to developing parent leaders and representatives (e.g., PTA, advisory councils, or other committees or groups at school). Involving parents in decision making through associations and delegations enhances parental involvement and strengthens school-parent relationship. Consequently, parents who take active part in decision making in their ward's school are able to monitor their ward's progress.

Lastly, collaborating with the community pertains to identifying and integrating communities' services and resources to support and strengthen schools, students, and their families. Choosing community heads as resource persons and using community-based resources as teaching and learning materials for class lessons and school programmes also strengthens school-community relationship. Each of these factors discussed can have a positive influence on students, parents, teaching practices, as well as the school climate. In addition, each of these factors includes many different practices of partnership where there is an association among two or more persons or group of persons. Lastly, each factor poses challenges to involve all families and those challenges must be met. That is why Epstein (2009) considers it to be important for each school to choose what factors are believed to be most likely to assist the school in reaching its goals for academic success, and to develop a climate of alliance between homes and the schools. Even though, the main focus of these six factors is to promote academic achievements, they also contribute to various results for both parents and teachers (Epstein, 2002).

A critical look at the model indicates that, it has a practical applicability in guiding how the parents should play their roles in guiding the students' learning to realize good academic achievement. For example, in considering the function of communication, it is now apparent that those schools which strengthen the

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communication between the teachers and the parents are able to communicate on the factors that may impede the students' educational development and the early intervention may be set by parents at home like finding additional time for the students to take remedial studies during school holidays. But this can only be informed through the school report to the parents. This means that the schools which fail to provide comprehensive report to the parents are hindering the student performance because the parents cannot know what measures they should take about their children on learning. Lastly, this framework is applicable to the study because it expresses the factors through which parents take active part in the education of their children. The framework spells out some activities that teachers and parents can engage in to support learners become successful in their academic discourse.

2.1.2 Hoover-Dempsey and Sandler's Parental Involvement Model

Although, parental involvement is a critical factor in children's educational lives, much less is known about the psychological factors that motivate parents' involvement practices (Green, Walker, Hoover-Dempsey & Sandler, 2007). Therefore, Hoover-Dempsey and Sandler (1995, 1997) presented a comprehensive model from the perspective of parents about the parent involvement process grounded in psychological and educational research (e.g., Sheldon, 2002) which has been empirically tested by researchers (e.g., Hoover- Dempsey, Battiato, Walker, Reed, Dejong & Jones, 2001). Based on a psychological perspective, this model not only contends with specific types of parent involvement but also endeavours to explain why parents choose to be involved (Fan & Chen, 2001), how they choose specific forms of involvement, and how parent involvement makes a difference (Hoover-Dempsey & Sandler, 1995). By focusing on the most prominent specific variables of the parent perspectives, Hoover-Dempsey and Sandler (1995, 1997) suggest that

parents often become involved in their children's education for three reasons: Firstly, they build up a parental role construction about their participation in their children's education; secondly, they develop a positive parental self-efficacy for helping their children succeed in school; and thirdly, they perceive opportunities or demands for involvement from children and school.

According to Hoover-Dempsey and Sandler (1995, 1997), the model can address parents' involvement process in a multifaceted and dynamic way. They however, offered a framework for their model to depict and analyse the parents' involvement process in a holistic way. To answer the questions about parents' involvement as mentioned above, they outlined five levels of parents' involvement in this model. Some ingredients of these five levels were also drawn from Bronfenbrenner's (1979) ecological systems theory (Hoover- Dempsey & Sandler, 1997).

In the first level of the model, Hoover-Dempsey, Walker and Sandler (2005) suggested that parents become involved in their children's education for four major reasons: (1) parental role construction for involvement (Do parents believe they should be involved?), (2) parental self-efficacy for helping the child learn (Do parents believe that their involvement will make a difference?), (3) parental perception of invitations to involvement from the school (Do parents believe that the school wants their involvement?), and (4) parental perception of invitations to involvement from the child (Do parents believe their children want or need their involvement?).

Also, level 2 includes three factors that shape parents' choices of involvement, such as home-based or school-based activities. These three constructs are: (1) parents' perceptions of their own skills, interests, and abilities (e.g., Do they believe they have the knowledge to help the child with reading assignment?); (2) parents' perceptions of

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other demands on time and energy (e.g., Do their work schedule allow time to read together?); and (3) parents' perceptions of specific invitations to involvement from children teachers, and schools (e.g., Do teachers invite them to volunteer at school) (Hoover-Dempsey et al., 2005).

Furthermore, in level 3, the model suggests that parents' involvement influences students' outcomes through some specific mechanisms (Hoover-Dempsey & Sandler, 1997). These mechanisms are: (1) modelling of appropriate school-related skills (e.g., showing the child how to solve a specific type of mathematics problem), (2) reinforcement of learning (e.g., praising the child verbally when he or she solves a problem), and (3) instruction (e.g., offering teaching help with specific homework) (Hoover-Dempsey et al., 2005).

Level 4 of the model focuses on the tempering/mediating constructs influenced by Level 3 variables to the extent that parents use developmentally appropriate strategies (e.g., supervising child's homework) and the fit between parents' choice of activities and the school's expectations for involvement (e.g., parent and teacher make similar assumptions about appropriate student learning habits) (Hoover-Dempsey & Sandler, 1997; Hoover-Dempsey et al., 2005). The Level 5 of the model also addresses the outcomes of parents' involvement for the child (e.g., achievement, skills and knowledge, and personal sense of efficacy for succeeding in school) (Hoover-Dempsey & Sandler, 1997).

Later, the Hoover-Dempsey and Sandler parental involvement model was revised (Hoover-Dempsey & Sandler, 2005). These revisions were also reported in Walker, Wilkings, Dallaire, Sandler, and Hoover-Dempsey (2005). However, because examination of the full model was ongoing, the researchers (e.g., Walker et al., 2005) published and discussed only revisions in the first two levels and made the findings

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available for other researchers. Ideas displayed in levels 1 and 2 in the previous version are subsumed under three overarching constructs in Level 1 of the revised version of the model (Walker et al., 2005). Firstly, parental role construction and parental self-efficacy are organized in one broad construct, which is called parents' motivational beliefs (personal motivation). Secondly, parents' perceptions of general invitations for involvement from the school (formerly at Level 1) and perceptions of specific invitations for involvement from the child and from the child's teacher (formerly at Level 2) now forms the second overarching construct which is parents' perceptions of invitations for involvement from others (invitations) in level 2. Thirdly, two constructs originally at Level 2, parents' perceptions of their available time and energy, and specific skills and knowledge for involvement, now constitutes the third broad idea at Level 1: parents' perceived life context (Walker et al., 2005).

There are also several studies (e.g., Grolnick et al., 1997) that looked at the interactions among the domains of these three (3) constructs. The researchers (e.g., Green & Hoover-Dempsey, 2007) found that all domains were positively correlated with each other with the only exception demonstrated by the study of Green et al. (2007), which found that parental self-efficacy and specific teacher invitations for involvement were correlated negatively. This means that there exists a positive mutual relationship among the domains of the levels. These three overarching constructs of Level 1 of the model were addressed by Hoover-Dempsey et al. (2005) as the psychological contributors and major sources of motivation for involvement.

Thus, it is essential to mention the major indicators taken into account by Hoover-Dempsey and Sandler to understand what parents' involvement meant to them. While developing and revising this model, their understanding of parents' involvement practices included parent–child communication about schoolwork,

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supervision of homework (Walker, Hoover-Dempsey, Whetsel, & Green, 2004), educational aspirations for children, school contact and participation, provision of school supplies, parent-teacher conferences, parent involvement in classroom volunteer work, parent involvement in tutoring at home (Green & Hoover-Dempsey, 2007) and parent involvement in carrying out home instruction programmes designed or suggested by teachers to supplement regular classroom instruction which were also focused on in part by Hoover-Dempsey, Bassler, and Brissie (1987). These aforementioned indicators formed the basis for the designing of the model. Consequently, by putting forth a multidimensional parents' involvement model based on a psychological perspective, Hoover-Dempsey and Sandler's model provides a very valuable framework for researchers who want to do research on the psychological factors of parental involvement. This model is appropriate for this study because it provides a comprehensive view of the activities that constitute parents' involvement. This model also expresses what constitutes the level of parents' involvement and what actually is expected of the school, parents, and learners at each level.

2.1.3 Swap's Model of parental involvement in school administration

Analysing a number of existing approaches in establishing an adequate model of relationship between parents and schools, Swap (1993) identifies three models of parental involvement in school administration. These are Protective model, Transmission model and Curriculum-enrichment model.

2.1.4 Protective Model

The goal of this model is to avoid conflict between teachers and parents by keeping the teaching and parenting functions separate (Swap, 1993). It is referred to

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as the protective model because its objective is to protect the school from interference by parents. The teacher's responsibility is to educate children, while the parent's responsibility is to make sure children get to school on time with the correct supplies. In this model, parental involvement is seen as unnecessary and as potentially interfering with the education of children.

2.1.5 Transmission Model

This is predicated on the view that teachers see themselves as the primary source of expertise on children but who recognize the benefits of using parents as a resource (Swap, 1993). In this model, the teacher remains in control and decides on the intervention, but does accepts that parents can play an important role in facilitating children's progress. Teachers using this approach must have additional skills, including techniques to effectively guide parents and interpersonal skills to establish productive working relationships. One drawback of this approach is the assumption that all parents can, and should, take on the role of acting as a resource (Swap, 1993). This model has the potential to overburden parents by placing excessive demands on them to carry out activities in the home.

2.1.6   Curriculum-enrichment Model

The goal of this model is to extend the school curriculum by incorporating parent's contributions (Swap, 1993). This model is based on the assumption that parents have valuable expertise to contribute and the interaction between parents and teachers will enhance the curriculum and the educational objectives of the school. Parent involvement in this model focuses primarily on curriculum and instruction within the schools. The major drawback to this model is that it involves teachers

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permitting parents to have tremendous input regarding what is taught and how it is taught. In some cases, this may seem threatening to the teacher.

2.1.7   Hornby's model of parental involment in school administration

Hornby (2011) also added three more models to improve parental involvement in school administration. These are Expert Model, Consumer Model and Partnership Model.

2.1.8   Expert Model

In this model teachers consider themselves to be the experts regarding all areas of the development and education of children, whereas parent's views are given little credence (Cunningham & Davis, 1985). Teachers maintain control over all decisions, while the parent's role is to receive information and instruction about their children. Parent's views and feelings, the need for a mutual relationship, and the sharing of information are given little consideration. In the opinion of the researcher, parents are given little or no opportunity to involve themselves in their own children's welfare regarding their schooling. Since teachers consider themselves to be expert, they would not allow parents to have a say in the decision making of the school which eventually is likely to affect their children's academic performance.

2.1.9   Consumer Model

In this model, teachers function as more of a consultant while parents decide what action is to be taken (Cunningham & Davis, 1985). The responsibility of decision-making lies on the shoulders of the parents, but it is the teachers' responsibility to provide parents with relevant information and the options available. In this model, teachers defer to the parents, who are placed in the expert role. Because parents are in control of the decision-making process, they are more likely to be

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satisfied with the services they receive, to feel more confident in their parenting, and to be less dependent on professionals.

2.1.10 Partnership Model

This model according to the author is the most appropriate model in that teachers are considered to be experts on education and parents are viewed as experts on their children (Hornby, 2011). The goal is to establish a partnership in which teachers and parents share expertise and control in order to provide the optimum education for children, each contributing different strengths to the relationship. Mutual respect, long-term commitment to a wide range of activities, and sharing of planning and decision-making responsibilities are the essential components for true partnerships between parents and teachers are to occur. The essence of effective partnerships between parents and school staff was summarized in seven principles by Turnbull and colleagues (2011).

A key principle of effective partnership is trust. The teacher is required to have reliable, confidential, open and honest relationships with parents. Furthermore, the relationship must be based on mutual respect which means respect for the opinions of others and respect for the dignity of others. Parents should be convinced of the competence of persons who are professionally involved in the work with their children. Effective partnerships require two-way communication that will enable the exchange of knowledge and ideas between all parties involved. No less important is the imperative of protecting children, which is achieved through early identification of problems, their solution, the identification of appropriate strategies and the promotion of knowledge about the protection of children.

2.2   Conceptual Review

This aspect of the section discussed some key concepts in the study. The concept of parental involvement, typology of parental involvement, benefits of and barriers to parental involvement, students' academic achievement, influence of educational level of the parents and the academic achievement of students, perception of students on their parental academic involvement, perception of parents on their involvement in school administration, the impact of parental involvement in school's administration on students' academic achievement, and parents' education level and students' academic achievement were duly discussed in this section.

2.2.1   The concept of parental involvement in school administration

There are several perspectives on the concept of parent involvement from teachers, principals, parents, and even students. Defining parent involvement depends on their respective experience. However, parents' involvement has been defined by many researchers in a variety of ways. The term "parents" is used to describe people who are engaged and more involved in caring for children. Parents here are not only the core family like a father or mother, but includes also grandparent, foster parents, and guardians (Hornby, 2011). According to Hornby, a parent is referred to as a person who is actually taking care of a child being it biological or not. Parents, however have the responsibility of raising, educating and guiding offspring towards a better life in the future. Thus, they socialize children to behave in a way which is acceptable to their society. Indeed, parent involvement is the essential factor that helps in improving the knowledge and support of children's education.

In general terms, parent involvement is defined as representing "parents' active commitment to spend time to assist in the academic and general development of their children" (Borgonovi & Montt, 2012, p. 20 as cited by Daniel, Wang &

Berthelsen, 2016). Fantuzzo et al., (as cited by Yoder and Lopez, 2013) define parent involvement as communication between home and school, supporting learning at home, participating in school activities, and having a voice in decision-making practices within the administrative structure. Also, in the development of children, learning progress can be identified by indicators such as better grades, attendance, and a good attitude. And these indicators that define learning process can be monitored through good communication between parents and teachers which is one of the forms of parental involvement in schools.

In essence, parents have an obligation and responsibility to see their wards through their education and the role they play in the learning process can influence children's development. For this reason, the quality of education can be improved by involving parents in the education of their children. Parent involvement is therefore a necessary factor to improve the academic achievement of students. This means that when parents get involved in the learning process, the children will be motivated to do better at school. Wood (as cited by Ibrahim and Jamil, 2012) reported that parents who are involved in the school process of their children enhance the academic success of their wards at school. Hence, participation of parents in learning, such as assisting their children in homework or assignments from school, being a volunteer or resource person for school activities, contributing through support and affirmation of their children's achievement can be identified by better grades, attendance, attitudes, and homework completion (Smith, Wobhlstetter, Kuzin & De Pedro, 2011).

However, Catsambis and Beveridge, (2001) in their article, showed that neighborhood conditions can dilute the effect of parental involvement and argued that this has an indirect effect on student achievement. The full role of community, and its impact on schools and families, is still unclear

Furthermore, in assessing the indicators for parental involment, Olmstead (2013) classified parent involvement into reactive and proactive involvement. According to Olmstead, reactive involvement means parents attend to school programmes 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.

In conclusion, parents need to be aware of their roles and responsibilities in educating their children. And that, 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. The concept of parental involvement in this part is clear based on the definition of the authors that emphasized it in different aspects. It is related to the multiple perspectives that are influenced by their life experiences. An explanation of the types of parental involvement both at home and at school will be explained in the next sub-section. Parental Involvement has been conceptualized in many perspectives by many researchers.

According to Desforges and Abouchaar (2003), parental involvement is a catch-all term for many different activities in the home which includes good parenting, helping with the homework, talking to teachers, attending school functions through taking part in school governance and decision making. Thus, parental involvement is defined as the extent in which parents are involved in their child's education at home and the amount of communication that they have with school. Examples include monitoring students' grades, being at home, encouraging and helping students with homework, and communicating with teachers (United States Department of Education, 2004). According to Deforges and Aboucharr (2003),

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parental involvement is defined in three different ways: home-based involvement, school-based involvement, and home-school communication.

In conclusion, the concept of parental involvement refers to how interested parents are in the education of their children. Thus, how to take active part in the learning progress of their wards by volunteering, helping them in their assignments and visits to the school.

2.2.2 Typology of parental involvement

The parental involvement approach that focuses on Epstein's framework has a different perspective in considering the behavioural dimension of parents than Hoover-Dempsey's and Sandler's model. The psychosocial dimension of parents' engagement based on Hoover-Dempsey and Sandler's model was categorized into three parts: participation of parents in school such as assisting their children to do homework or assignments from school and being a volunteer; contributing through support affirmation to their children's achievement; and implementing social values such as having great hopefulness for their children's success in education (Chen & Gregory, 2010). On the other hand, many researchers have examined the types of parental involvement in schooling processes related to parents' participation in supporting the learning process.

These findings generally include the following: parents' contribution in education in paying tuition fees routinely and providing for the children's needs (Honrby, 2011), parents' participation related to school programmes such as assisting in doing homework and attending school events (Meintjies, 1992 as cited by Ibrahim & Jamil, 2012), parents' Encouragement of their children's behaviour (Atkinson as cited by Ibrahim & Jamil, 2012), parents' encouragement of their children's behaviour (Atkinson & Forehand as cited by Chen, 2008), and parents' expectations for their

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children's achievement in the learning process (Fan & Chen, 2001; Houtenville & Conway, 2008). Most importantly, the school can renew its programmes in encouraging parents to be more involved in the schooling processes.

It is therefore an essential role for parents to support their children's learning process in education. As a matter of fact, every parent's responsibility is to provide their children's needs such as paying tuition fees, taking to and picking up their children from school and buying books. Basically, interaction at home between children and parents is less as compared to the time children spend at school. So, parent need to be involved in the school-related issues of their children to create more avenue for communication and interaction. As a result, the quality of communication and interaction between children and parents will motivate children in their learning to enhance their achievement in the future. In addition, the participation of parents in assisting in doing homework or assignments from school is also a factor that supports children's achievement. Pomerantz and Eaton (2001) claimed that especially for middle-class European American families, children's performance in school is predicted to increase when the mother assists in her children's homework. Also, Peng and Lee as cited by Werf et al., (2001) reports that the home variable and the count of parent-child activities have a significant portion of variance, yet there is a negative relationship between discussions at home about school activities and academic achievement.

Conversely, Hill and Tyson (2009) claimed that parents' assistance in doing homework or assignments from school, accompanying and ensuring the homework is completed are the only types of participation that are related to their children's success. Basically, parents assist children who are having difficulties in doing homework from school even though the children do not feel the parents' assistance is

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necessary, and so parents may examine it to make sure that it is correct so that the children's understanding will be better. Another form of parents' involvement is attending/participating in school events. Parents' attendance in a school's events is helpful for them and the teachers in the sense that it creates the avenue for teacher and parents to interact about the learning progress of learners and how to support their 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.

A good deal of researches began to focus on how parents were involved in school events or classroom activities (Reinke et al., 2019; Smith & Sheridan, 2019). According to them, it is necessary to find strategies to support parental involvement because it has influence on children's achievement and performance (Grace & Gerdes, 2019; Tan et al., 2019). According to the study conducted by LaBahn (1995), parental involvement is the level of active participation a parent had in their children's education, and this was supported by Gonzalez-Mena (2008). Parental involvement in school administration is viewed as an important factor for children's educational achievement at home and in the school (Boonk et al., 2018; Dotterer & Wehrspann, 2016; Epstein, 2018; LaBahn, 1995; Nevski & Siibak, 2016; Smith & Sheridan, 2019; Tan et al., 2019; Thompson et al., 2017). Many researchers theorized that parental involvement could encourage children to actively engage and improve their academic achievement in schools (Epstein, 2018). However, less attention was paid to the significance of parental involvement in infants' development. In the opinions expressed by the various authors so far, the researcher also believes that the parents cannot sit down unconcerned without actively involving themselves in their children's schooling through the provision of various educational logistics that enhance students'

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academic progress. Parents must be seen as planning and making decisions for their children welfare, taking care and contributing towards raising their children towards an overall development of the child by playing the role of the direct leaders as well as supporters of the implementation of the education. Therefore, parents should get involved in supporting their children in doing their homework, as in this way offer their parental support as one of the key strategies leading towards a successful education of their children at school. This means as children attend school, parents must continue to follow their children to school and provide all the necessary encouragement and support they will need to improve their social development and their academic achievement.

Moreover, the school can develop school programmes to increase parents' involvement at school. Similarly, parents' encouragement through their involvement in schools can improve the behaviour of their children. DeHass (2005) argued that children are motivated when parents and teachers work together to support them. Parents are role models for children at home. For that reason, they should provide a positive behaviour in actions and communication with each other. For example, when the child makes a mistake, the parents should not scold him/her and not commit verbal violence because children learn from an act of their parents. In this case, parents should approach the child and try to help the child through communication. Lastly, parents' expectations for their children in the learning process can be a factor for a successful future. For instance, when parents have high expectations for their children, they tend to enrol their children in the best schools and provide the necessary support for a successful future. Fan and Chen (2001) also report that the control and support of parents at home have virtually no connection with their children's progress, but the parents' expectation for their children's success has a

positive relationship with their children's achievement. Therefore, high expectations of parents will strengthen their children's zeal and motivate them to achieve their goals in education.

2.2.3   Benefits of and barriers to parent involvement

In exploring about the benefits of parental involvement in the learning process, an important question came to mind; why should parents be involved in schooling processes? Basically, the role of parent involvement in education would be the support for children's success in the future. Sapungan & Sapunga (2014) stated that parent involvement in schooling processes fosters their children's development. This means that there is a holistic development (academic, social, economic, and cultural) of the child when parents are involved in the education of their wards. In addition, parents also have a responsibility for children's development in supporting the social environment. Child Well-Being as cited by Sapungan et.al (2014) posits that the involvement of parents in the learning process not only enhances morale, behaviour, and academic attainment but also encourages a positive attitude and social intercourse in society.

Firstly, parental involvement either at home or at school has an effect on enhancement of the children's academic achievement. This is supported by research by Houtenville and Conway (2008), who found that the parents' effort has a direct impact on the student's attainment (Fan & Chen, 2001, Epstein et al., 2002). In addition, parental involvement is one of the forms of external motivations that can develop intrinsic motivation in the children's learning. Because, through parents' involvement in learner's academics motivates learners to put in their best to excel in the academic as a way to make their parents proud (Froiland et al, 2012). Froiland et al., (2012) state that school autonomy, the classroom, and home atmospheres

encourage children to get motivation from them which in turn improves their academic achievement. Parents and teachers become aware of the link between a child's will to learn and becoming a knowledgeable person when they are involved in the academics of learners. Froiland (2011a) postulates that even though there are some awareness that come from parents, the influence of teachers has an impact in building children's consciousness. This awareness mostly comes from school counsellors. School counsellors can suggest to both parents and teachers to raise their relationship through communication with each other. Again, the school counsellor can also train parents to be autonomous in supporting their children at home. In being autonomous, Froiland, (2011a) as cited Froiland et al., (2012) focused in their study on parents who were met with by the school's counsellor for half an hour a week over seven weeks. These parents were taught how to be autonomous in supporting their children. The study reported that the process helped the children to believe their parents love them, and consequently, they were more comfortable with their parents. When children believe in the love of their parents towards them, they feel free to discuss their problem and concerns about their personal life including the academics with them.

Teachers can have a better understanding of infants by implementing parental involvement models because infants spend much more time with their parents than any other people. Parents are infants' first teacher and continue to play an active role in their education and lives. A study conducted by Bronfenbrenner (1979), observed that students' achievement was always shaped by their life outside the school and highlighted the importance of parents' role. Therefore, parents' words, behaviours, and beliefs would have a great deal of influence on their children's development, even in the development in infancy (Hedenbro & Rydelius, 2019; Lamb et al., 2002).

Involving parents in their children's education not only increases the child's achievement (Nevski & Siibak, 2016; Pineda et al., 2018) but also helps parents to understand their children and teachers better to improve their instruction. Some researchers considered that parental involvement in young children's education can (a) promote infants' social–emotional development (Hedenbro & Rydelius, 2019; Langevine, 2020); (b) improve student achievement (Daniel et al., 2016; Epstein, 2018; Otani, 2019; Puccioni, 2018), especially the linguistic achievement (Tan et al., 2019); (c) promote better grades, test scores, school attendance (Epstein, 2018; Mata et al., 2018), and school behaviour (LaBahn, 1995 & Mata et al., 2018) (d) help students have better performance and motivate students (Silinskas & Kikas, 2019); (e) help parents increase their interaction and discussion with their children and are more responsive and sensitive to their children's social, emotional, and intellectual developmental needs at home and in the school (Mata et al., 2018); (f) offer opportunities for parents and teachers to create mutual respect and understanding (e.g., attending school meetings, supporting school events, talking to teachers or volunteering at the school; Mata et al., 2018); (g) help parents and teachers build a good relationship so that parents can have a better understanding of the teacher's job and school curriculum (Epstein, 2018; Owen, 2016); and (h) help teachers acquire a better understanding of families' cultures and diversity, and form deeper respect for parents' abilities and time (Epstein, 2018). In reality and the opinion of the researcher, children or students get motivated when they see that you care for them and that their welfare is your prime priority. It is also an undeniable fact, students become very happy at a presentation by a parent in the presence of a child or student a contribution of the parents towards the development of the school in which he/she attends.

Consequently, children's low motivation can prevent them from learning and making them dissatisfied with the results achieved. Also, they may sometimes feel apathetic, uncreative and unfocused in learning. Considering these conditions, the role of parent as motivator is required to raise the level of motivation in their children for learning. Children will be motivated to learn when their parents care and are directly engaged in the learning process. Therefore, they will be more enthusiastic about learning. In addition, a high student academic achievement can be seen in the student's grades concerning all learning activities experienced by learners. Epstein (2010) employed longitudinal data and accurate statistical controls in a study and reported that parent involvement has important benefits for children's attitudes, behaviours, grades, comfort and self-esteem in junior high school through senior high school. When the children feel comfortable around their parents, their self-esteem increases as well. In other words, the increase in self-esteem and motivation to learn, also enhances students' confidence in learning.

Furthermore, children have a sense of well-being when parents have care and concern for them. A strong sense of wellbeing means a combination of physical, social and emotional factors. Parental involvement at home such as motivating children to learn and constructing a comfortable home condition has an essential influence that helps children to feel happy all the time. In addition, parents' involvement in promoting social factors such as making informed decisions will have a positive influence on a student's behaviour. That is, parents can help their children to make appropriate choices based on their perceptions and experiences. This would therefore help learners to make informed decisions based on their parents' perceptions and experiences shared with them through interaction and communication. Again, in fact, the question is, can parents assist their children in completing homework or

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assignments from school? Hoover-Dempsey et al., (2001) argued that there are three main reasons why parents engage in their children's homework. These reasons include the fact that parents believe they should be involved because it will create a positive improvement, and the feeling that there should be an invitation for involvement. This means that parents would need to know the need to be involved in their wards education and if their assistance is needed before they can take step to help their ward in their assignments/ home works. A parent's assistance in the completion of their ward's homework is also one of the ways that intensifies the time spent by parents and students.

Lastly, through parental involvement, parents are able to have a better perception of the classroom and the school climate of their children. That is, they will be aware of the school and classroom condition of their wards and support to improve it if need be. It is expedient for parents to know the school condition of their wards because children feel enthusiastic to learn when school and classroom conditions such as cleanliness and orderliness are favourable. Also, school climate such as school culture; no cheating, no bullying, and no smoking are also condition that improve learning.

In short, Myers and Monson (as cited in Anfara and Mertens, 2008) express that the benefits of parental involvement are as follows: enhancing academic achievement, increasing students' grades, improving school attendance, having a sense of well-being, improving students' behaviour, completing homework, intensifying the time spent with parents and students together, having a better expectation of students and parents about higher education, having a better perception of students and parents about classroom and school climates, and creating a greater satisfaction of parents with teachers.

In spite of the benefits parental involvement has on the school and learners as a whole, there exist barriers which hinders effective involvement of parents in the school process of children. In this study, based on the theoretical work of Epstein (2001) which expresses an overlapping sphere of influence between family, school, and community, there are several barriers to parent involvement in schools (Hornby & Lafaele, 2011). Generally, the barriers as shown in Figure 1 that influence parents' involvement in the learning process must be resolved. There are many positive effects of parent's involvement for children's progress (Kerbow & Bernhardt as cited in Anfara & Mertens, 2008). It is therefore increasingly crucial to explore the gap of these barriers to encourage parents to become actively engaged in their children's learning process at school (Yoder & Lopez, 2013). Firstly, lack of parents' confidence is one of the barriers that can affect their children's attainment (Hornby & Lafaele, 2011) where parents assume their capability in content knowledge cannot support their children. So, they feel reluctant to be involved in their ward's academics especially in helping their wards complete their assignments. However, Hornby (as cited in Hornby & Lafaele, 2011) stated that the higher level of parents' education does not always support their children in learning. Therefore, parents should have confidence in themselves and they should believe their confidence can help their children in learning by showing concern and providing all that is needed in their ward's education.

Though, numerous studies had indicated that parental involvement was very important in young children's education (Lamb et al., 2002), there are some barriers to parental involvement. Barriers for parents to be involved in school included feeling unwelcome in school, the lack of interest or caring, time constraints of working

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parents, and feeling that their involvement was not a big deal to their children's education based on teachers' attitude (Hornby & Blackwell, 2018).

2.2.4 Teachers and Parent Factor as a barrier

In addition to the barriers to parental involvement, teachers' attitudes and beliefs regarding parental involvement were considered as the first critical barrier. Chan (1995) had indicated that parental involvement requires teamwork and cooperation between parents and schools. Therefore, if teachers consider parents as less important, teachers would seldom design school activities or homework that can involve parents.

Therefore, parents would have fewer opportunities to be involved in their children's education. Parents themselves are considered as the second barrier. Parents' attitude about their role is important. If they do not view their role in their children's education as important, it leads to disconnections between home and school. If parents do not know what happens in their children's classroom, they may lose the ability to judge their children's school performance and developmental level.

2.2.5 Lack of time and language as barriers to parental involvement

Some parents communicate with teachers when they picked their children up from school. Some parents do not often share information with teachers because they do not have much time. Therefore, parental involvement during the childcare day was usually limited to arrival and pick-up time. However, parental involvement can be a significant way to help students to form a good adjustment between home and school and be beneficial to both parent and teacher. Next, factors of the relationship between parents and teachers, related to managing purposes and schedules, interacting with others and using effective language. Today's parents are often preoccupied with the

distractions and demands of daily life. Burdened by low-income, inflexible work hours and language barriers, some parents are unable to attend school activities or participate in the schooling of their children on a regular basis (Ho, 2009). Davis (1991) also 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).

Rutherford and Edgar (1999) recognize that parents have increased difficulty in being involved in their student's secondary education as determining which educator is responsible for which part of the child's academic programme can be overwhelming.

Students are a critical component for successful school, family, and community involvement and can create a barrier for partnerships when they fail to fulfil their duty (Epstein, 1995). Students are often responsible for delivering information and communicating with their parents regarding school programmes, activities, and events (Epstein, 1995). In programmes that require high level of involvement, teachers help students understand their role and the importance of actively participating in the family, school, and community partnership (Epstein, 1995). Some school administrators and teachers may not know how to involve parents; therefore, educators lacking this knowledge could be taught techniques for involving parents and creating partnerships (Greenwood & Hickman, 1991).

2.2.6   Parents and individual factors

Administrators and teachers may not fully understand the importance of parental involvement and the effects of parental involvement on student achievement (Flynn, 2007). Often, teachers believe parents do not support the school and do not discipline children when there has been a problem at school. When teachers do not feel parental support, they often believe it is a waste of their time to contact parents (Flynn, 2007).

First, family factors, which include parents' beliefs about getting involved in their children's education; parents' attendance in school's events, parents' life context, and parents' backgrounds, such as social class, ethnicity, and gender. Some parents just feel reluctant to participate in school events such as PTA meetings and other events organized by the school. It is an undeniable fact that in some cases some parents will never even visit their children in school after sending to school and putting them in the care of the school especially students at the boarding houses.

Secondly, factors related to the children's age, barriers in learning such as disabilities may also contribute to parents not involving themselves in the school administration. In the opinion of the researcher, parents whose children are disable may feel shy in even attending PTA meetings let alone constantly going to the school and enquiring about their children academic progress, participating in other social activities which they might think may no affect their children's academic progress.

2.2.7   Barrier to social and economic factors

Finally, factors of the social environment which is related to historical and demographic, political and economic issues can also impede children progress and affect their academic achievement. So, it is important the school and the parents collaborate to provide a conducive social environment that enhances learning.

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Although parental involvement is recognized as being of significance in the education of children, there remains great diversity concerning parental involvement. Some factors exist over which schools have little control and these factors have become of great interest to educational decision makers (Feuerstein, 2000).

Baeck (2010) as well as Lee and Bowen (2006) cite cultural norms, insufficient financial resources, and lack of educational attainment as barriers to parental involvement in school. Hill and Taylor (2004) assert that "parents from lower socioeconomic backgrounds face many more barriers to involvement, including nonflexible work schedules, lack of resources, transportation problems, and stress due to residing in disadvantaged neighbourhoods" (p. 162). Ascher (1988) reported that low-income urban parents can and want to participate in the education of their children as much as middle-class parents.

Williams and Sanchez (2011) also identify four areas that are barriers to parental involvement: Time/poverty, lack of access, lack of financial resources, and lack of awareness. Johnson (1994) asserted that "feelings of inadequacy, limited school background, or preoccupation with basic necessities may prevent parents from communicating with schools" Johnson (1994, p. 46). Lee and Bowen (2006) and Dika and Singh (2002) cite social capital in families as being positively linked to their students' achievement, graduation rates, higher educational attainment, as well as motivation and involvement in school. Similarly, Ho (2009) discusses the benefit of parents' involvement in schools, noting that it helps parents overcome a lack of social capital. Likewise, Hill and Taylor (2004) assert that parental involvement in the school supports students' achievement by increasing the parents' social capital.

2.2.8   Overcoming Barriers of parental involvement in school administration

Though, there are barriers to parental involvement, the link between parental involvement and student achievement is strong (Epstein, 2018; Hornby & Blackwell, 2018). It is believed that involving parents can make a positive impact on children and their school (Epstein, 2018; Puccioni, 2018; Thompson et al., 2017). A survey of parents in four school systems concluded that parents want to be treated with respect and do not want a professional client relationship (Davis, 1991). Failure to sufficiently train pre-service teachers is a significant obstacle in promoting parental involvement in the schools (Epstein, 1995). Pre-service teachers could work with parents as part of their teacher education programme and internship (Greenwood & Hickman, 1991).

Classes could be incorporated into teacher education programmes and advanced degree programs to assist in defining an educator's role in school, family, and community partnerships (Epstein, 1995). Some school systems have employed parent involvement coordinators to lead and coordinate parental involvement activities and programmes within the system in an effort to overcome obstacles between the home and school (Epstein, 2001). Epstein (2009) described the role of parent involvement coordinators as a way of encouraging more parents to become involved in a variety of aspects of the school. Parent involvement coordinators often conduct workshops for parents to inform them of the school curriculum and remind them that they are their child's most important teacher. (Epstein, 2009). The researcher believes that, these are effort put in place to overcome the barrier to parental involvement and encourage a better communication between the school and parents.

Individualparent and familyfactors	Child factors
• Parents' belief about PI • Perception of invitations for PI • Current life contexts • Class, ethnicity and gender	• Age • Learning difficulties and disabilities • Gifts and talents • Behavioral problems
Parent – teacher factors	Social factors
• Differing goals and agendas • Differing attitudes • Differing language used	• Historical and demographic • Political • Economic

Figure 1: Model potential barriers to parent involvement

2.2.9 Students' academic achievement

Student academic achievement refers to the current level of student learning. Cary, Roseth, David and Roger (2008, p. 29) defined academic achievement as "Performance on task with measures including comprehension, quality and accuracy of answers of tests, quality and accuracy of problem solving, frequency and quantity of desired outcome, time or rate to solution, time on task, level reasoning and critical thinking, creativity, recall and retention, and transfer of tasks". In other words, academic achievement can be considered as successful accomplishment of tasks in a particular subject area or areas which is or are indicated by marks, scores and grades of descriptive commentaries. Usually, the scores with grades of descriptive commentaries are based on comprehension, quality and accuracy of answers given by the students.

According to Good (as cited in Dimbisso, 2009), an achievement encompasses actual accomplishment of the student's potential ability. There are two broad groups of definitions of academic achievement. The first one is considered to be "more objective", because it refers to numerical scores of a pupil's knowledge, which

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measures the degree of a pupil's adaptation to school work and to the educational system. Whilst the second is a "more subjective" one, as its determination of academic success is dependent on the student's attitudes towards his academic achievement and him/herself, as well as by the attitudes of significance to others (including teachers and parents) towards his/her success (Kobaland & Musek, 2001). In this study, the focus is on how the latter of which "the attitudes of significant to others" specifically, parents influence the former which is a derivative of numerical scores, degree of pupil's adaptation to school work and the educational system.

The concept of academic achievement on the other hand refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers in a fixed time or academic year (Dimbisso, 2009). This view implies that academic achievement is a process to an end. In other words, the way students go about their academic work would determine their academic achievement which can either be poor or excellent. An academic achievement which leads to achievement can be described as poor when it falls below a desired standard. In Ghana, the criteria for describing an academic achievement in Senior High Schools as excellent is the objective one. Thus, achievement with scores from eighty percent (80%) to one-hundred percent (100%) (MOE, 2010). Therefore, any student who scored marks between the above ranges of marks in his or her disciplines can be described as a high achiever.

2.2.11 Perception of parents on their involvement in school administration

There are many more expectations of parents for their children, all of which are positive. Basically, parents want their children to grow and develop to be good, smart and successful in the future. In order to accomplish these expectations, parents therefore endeavour to fulfil every need of their children at the expense of time spent

with their family both in learning and playing. Obviously, the duty of parents is to discharge the basic needs of their children in a fulfilled and good way. Conversely, the lack of involvement of parents in assisting children in learning will have an impact on their achievement at school. Deslandes (2009) stated that if the parent believes in the importance of their responsibility and role as parents in their children's schooling, parents tend to be more actively involved.

The perception of parents commonly happens when enrolling their children in school. They perceive that their obligation as parents has been completed in terms of learning, and that, the school has the function and responsibility to provide their children with knowledge, skill, and attitude for a better tomorrow. When the children are in school, parents see part of their responsibility as parents reduced and thus, have time to execute another personal roles/task. This leads to an imbalance between expectations and actions. If parents want their children to succeed, their role should be more active in fulfilling the basics of their children's needs both at home and at school. Parents' involvement in the learning process of their children includes assisting children with homework, attending school activities and discussing with the school to inquire about the development of their children in school. Through this involvement, children will be motivated and will have enhanced self-confidence to do their best in school and at home.

Epstein (1995) stated that parents train their children at home by constructing "self-confidence, self-concept, and self-reliance" to promote their achievement in school. This means that children perform well in school due to the kind of perception they have about themselves and their personality from home. Not only do parents have the responsibility to cultivate these aspects, but also the school has the same responsibilities when children are at school.

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Parents play a role in education, which is, providing the first educational centre for children by assisting, guiding, teaching, so that what is done by the parents at home, both in terms of behaviour and speech, will be a reference for children to emulate. Additionally, children will imitate what is learnt in the family. Therefore, parents should have adequate knowledge in parenting and should view their involvement in their children's academics as a form of responsibility and obligation as a parent (Deslandes & Bertrand, 2005).

Obviously, the development of children depends on the parenting style. Children who have received good care through the process of socialization usually also have good character and good manners in the society. For example, children who are brought up well have good behaviours, discipline, and are helpful to the people around them and the society at large. Parenting has an important role in constructing self-efficacy for children, and parents' own beliefs and life experiences determine their parenting style in the upbringing of their children. However, parents who have low self-efficacy tend not to want to be involved in the educational progress of their wards. They believe that their parenting effort would be useless (Ardelt & Eccles, 2001).

The report by Sumargi, Sofronoff and Morawska (2015) on understanding parenting practices and parents' views of parenting programmes: a survey among Indonesian parents residing in Indonesia and Australia, indicated that, Indonesian parents have a high level of parents' self-efficacy and low levels of parents' stress, dysfunctional parenting practices, family relationship and parents' teamwork problems (p. 153). Therefore, parent involvement depends on what is desired by their children. That is, if their children want them to be involved, they will become involved (Deslandes & Bertrand, 2005). Scholars stressed that the closeness of

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parents to children can improve their achievements, both academic and non-academic achievements. Kocayörük and Şimşek (2016) also established that the positive effect of the good relationship between parents and adolescents can increase student outcomes. In addition, parents' perception of reports provided by teachers about students' growth have a significant impact on parents' involvement both at home and at school. In conclusion, communication/interaction between parents and teachers, a positive school environment and a welcoming atmosphere at the school perceived by parents can improve parent involvement (Patrikakou & Weissberg, 2000).

Conversely, there are several factors that impede parent involvement in school. For instance, feelings of marginalization" (Yoder & Lopez, 2013, p. 429), lack of skills, limited communication, as well as different cultural and psychological factors impede parental involvement. In addition, lack of knowledge of educators concerning how to build partnerships with parents becomes an obstacle to parental involvement (Yao, 1988; Swap, 1993 cited in Sohn & Wang, 2006). Most parents are however, embarrassed to come to the school of their children due to lack of self-efficacy. Also, the lack of a welcoming atmosphere toward parents at school also constrains parent involvement. For example, when parents come to school to complain about their children's achievement or the school system, it is however perceived as a threat to teachers. Hornby (2011) opines that this is one of the common attitudes' educators show to parents because parents are often viewed as being either problems or adversaries.

Another factor which is related to parent perceptions of parent involvement is the selection of schools for their children. Parents whose economic status is at a medium level are more likely to choose private schools than public schools. They may assume that private schools have more advantages in teaching and learning than the

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public ones. The reasons of parents for choosing private schools are related to their belief that their children have a better probability for success than the public schools (Colley, 2014), even though there is no difference in the national curriculum adopted for both private and public schools. However, as Colley (2014, p.217) stated, "whether the school is public or private, the sacrifices parents make to send their children to school are backed by their high expectations and the motivation they provide for their children to succeed".

2.2.12 Impact of parental involvement in school administration and students' academic achievement

In this part of the section reviewed relevant literature on the impact of parental involvement in school administration on students' academic achievement under the following sub-themes: parents' participation in decision making and students' academic achievement, parents' participation in school financing and students' academic achievement, parents' participation in motivating learners, and parents' participation in maintenance of school infrastructure and students' academic achievement.

2.2.13 Parents' participation in decision making and academic achievement

Parental participation in decision making involves parents in governance. Yet, decision-making, and advocacy roles are yet another strategy for fortifying links between schools and parents. Parent and community involvement in decision-making may also help make schools more accountable to the community and this can be achieved and strengthened by including parents in school site councils, parent-teacher associations, and other committees for school development. Outcomes from these associations and activities include the benefits of policies that are enacted on behalf of

students. In addition, students are also likely to become aware of family representation in school decisions. In school-parent relationship through associations and committees, parents are able to develop opportunities for input, have feelings of ownership, grasp understanding of school policies, and a sense of connection with other families. Teachers are also likely to become increasingly aware of the role of parents' perspectives in policy development (Epstein, 2005).

Carnie (2003) emphasises that there is the need to offer opportunities to parents in order to participate in decision making processes that focus on the achievement of school objectives. Parents need to participate in matters pertaining to strategic planning, policies, budgeting and cyclical evaluation programmes. After all, Kaggwa (2003) observes that no administrator can effectively perform all administrative functions alone hence, needs the support of parents and the community as a whole. Certainly, school administrators have always called upon parents to motivate students' academic endeavours. Parents on the other hand should also offer career guidance especially the choice of subject combinations and directing students in their home works. However, Eccless and Harold (1993) observe that parents' confidence in their own intellectual abilities is the most salient predictor of their participation in children's schooling. Parents therefore need to be guided on the knowledge and skills needed for secondary school management.

From a study by Nancy et.al (2004), the main objective was to gather data from stakeholders in order to make necessary recommendations for the improvement of parents' participation in school management due to the significant role parents play in school management as participants in policy making and implementation. This is also because the parents have direct responsibility over the learners which might be affected by the implementation of policies and parents could themselves be affected

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by these policies since they form part of the relevant policy and practices (Owolabi, 2006). Therefore, parents must be given the opportunity to take active part in policy formulation and implementation in schools.

The significance of parental values as perceived by students as a mechanism for both manifesting and explaining the impact of parental involvement has been validated in a number of studies. Examples include Fan (2001) who established the significant impact of parental aspirations on the general academic achievement of US adolescents. Carr, Weigand and Hussey (2009) also reported that 'parents are the most influential social agents on children's task orientation intrinsic motivation and physical competence' in a study of English adolescents' competence at and commitment to physical education; Lynch (2002), also showed that mothers' beliefs in their ability to help their children (age range 8 – 9 years) learn to read had a positive influence on their children's self-beliefs as a learner-reader; and Garg et.al (2002) reported that, the impact of family factors had their influence on shaping students' educational aspirations through their impact on extracurricular reading, attitudes towards school and homework and students' perceptions of their parents' educational aspirations. As a result of the impact of parental involvement on learners' achievement, Garg et.al considered this to be an important part of the students' 'educational self-schema' and showed that 'the parental involvement factor was found to be of greater importance as a predictor of adolescent educational self-schema'.with the schema being a powerful predictor of achievement.

2.2.14 Parents' participation in school financing and academic achievement

In the context of this study, ordinarily, parents have a role to play in making resources available, since they are expected to contribute towards the preparation of their children for academic excellence. For instance, they are required to bring

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students to school on time, provide scholastic materials and may be required to fund services offered to polish their children at school if this is agreed upon. Parents have for long been noted for their key role in financing schools right from the colonial era especially after the first world war had affected donations from missionaries to run schools (SSekamwa, 2007). In the study by Nancy and Lorraine (2004), they reported that impoverished families are less likely to be involved in schooling than wealthier families, and schools in impoverished communities are less likely to promote parental participation in school management. Parents' socio-economic status however is seen as a major determinant of their level of involvement in their children's education, with those from lower socio-economic milieus and, often concomitantly, an ethnic minority background who generally achieve less at school. Hill and Tyson (2009) argue that parental involvement creates an understanding of the purposes, goals and meanings of academic achievement, communicates expectations about involvement and provides strategies that students can effectively use. Academic socialisation has the strongest positive relation to achievement and must therefore be considered as such.

According to Henderson (2009) parents' involvement in schools requires taking up a variety of roles such as committee leaders, and resource persons. Becher (1984) on the other hand recognizes significance of parents' role they play in influencing educational programmes. In recent years, there has been the need for local communities to support schools materially and financially throughout Africa. Butchet (2004) as quoted by Musisi (2006) reveal that education in the third world countries experienced a state of crisis due to cuts in expenditure in the 1980s. This forced schools to rely on the support of parents to achieve goals and objectives of school. Of course, parents' participation in financing do not only focus on school fees but also

include students' personal requirements that enable them acquire education easily. These include clothing, sanitary pads for girls, note books and proper medication when they fall sick both at home and at school. Even if teachers are very good with such requirements needed to help the students to study well, they all require money. SSonko, (2001) observes that there are parents who do not value educating their children and normally quote that "… we did not go to school yet we are serving better than those who say they are educated". It is likely that parents with negative attitudes toward education or those who do not have clear perceptions of their roles will let their children miss classes if they do not provide student' requirements hence lagging behind in academic achievement. Alternatively, such parents may be of low economic status hence affecting their children in the same way.

2.2.15 Parents' participation in motivating learners and academic achievement

According to Epstein and Sanders (2002) families and schools management have worked together in striving to give learners quality education since the beginning of formal schooling. Families were responsible for preparing their children with the necessary skills in the early years and schools took over from there with little input from families. However, today in the context of greater accountability and demands for children to achieve peak academic achievement, schools and parents have formed partnerships and share responsibilities for children's education in more structured ways. Such partnerships have the tendency in motivating children to learn. Nancy and Lorraine (2004) opine that parental school involvement consists of activities like volunteering at school, communicating with teachers and other school personnel, assisting in academic activities at home and attending school events.

On the other hand, Docking (as cited in Babirye, 2006) argues that discipline as a managerial function is important in the process by which children develop and are enabled to perform in society. Although, he appreciates the significance of discipline to children's performance, he does not point out parents' roles in ensuring children's discipline, yet they are a party in child development and school management. In most rural schools, parents tend to keep aloof and lack knowledge on education affairs as they watch the discipline and academic standards declining. Yet, the importance of parental participation in school management should ultimately be vested in the improvement of academic standards of their children. Unless the roles of parents in disciplinary issues and other managerial areas are strengthened, there may be continued questions regarding satisfactory performance. Therefore, the study intended to point out parents' roles and to show how they should carry out their responsibility to ensure children's discipline which is a prerequisite for better performance of children.

Epstein and Sanders (2002) discuss parents' diverse ways of participating in school management to also include communicating with teachers, participating in academic-related activities at home, and communicating the positive value of education to the learners, adding that these are each related to school performance. While the propositions advanced by Epstein and Sanders (2002) might be accepted without controversy, in the context of the study, critical consideration of these propositions indicated the need for investigation. First, the authors indicated how parental participation in school management could influence but they do not indicate why and how it could do so.

In the same vein, school discipline is considered as an important aspect for an orderly and ideal learning situation. Discipline has been defined by Webster (2003) as the training or experience that corrects, moulds, strengthens or perfects especially the mental faculties or moral character. It may also be referred to as the control gained by enforcing obedience or order for example in school. In a school setting, the conduct of students is always a concern of teachers, parents and school administrators. Okumbe (2008) describes discipline as the action by management to enforce organizational standards and respect of one's superiors within the chain of authority and the readiness to obey instructions and regulations laid down by the administration. In a school or any organization, the significance of maintaining discipline focuses on the achievement of set goals. Discipline in school is considered as an important instrument in the process of socialization and formation of character. It involves the control of student impulses to acquire the social skills that will help them participate actively in their work roles.

Therefore, discipline could be an important factor contributing to what one achieves at the end of the academic programme. Discipline according to Gitome, Katola and Nyabwari (2013) means more than adhering to rules and regulations and entails the learners' ability to discern what is right or wrong. To Gotime et al, where there is good discipline, there is improved academic performance. Discipline is widely acknowledged to be essential for creating a positive school climate conducive to sound academic performance (Masitsa, 2008). Since Burden (2005) notes that teachers and parents work together as a group to provide mutually agreed upon obligations and expectations regarding discipline, the results of academic achievement as related to discipline should not only be attributed to teachers but to parents as well.

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2.2.16 Parents' participation in maintenance of school infrastructure and academic achievement

There is a large and controversial literature analysing the relationship between school resource levels and students' academic achievements, dating back to the pioneering work by Coleman (1990). Early work on this issue using US data depicted a weak and inconsistent relationship between school resources and students' achievement Hanushek (2007). According to Wosmann (2003), International research also confirms the weak and inconsistent relationship between school resources and students' achievement. However, this view was refuted by some researchers including Card and Krueger (2002) and Krueger (2003). Also, school-related factors such as class size affects students' achievement by hindering the quality of teaching and learning. But, a recent and comprehensive summary of a range of evidence on the influence of sizes of class is by Averett and McLennan (2004). They reported that the evidence base is seen to be mixed, in terms of methodologies and results, and could not reach a definite conclusion about the influence of smaller classes on students' achievement. This means there are controversies about the influence of factors such as class size on academic achievement.

In the UK, schools with higher concentrations of lower attaining students receive more funding per student. That is, resources such as finances are allocated to low performing school to help them improve upon their performance. If this feature of the allocation of resources is ignored, a true positive effect of increasing resources will be understated. Studies to find the effect and relationship between school's infrastructure and students' achievement has been viewed as endogenous. That is, there is a factor that is related to the school infrastructure and related to students' achievement as well. It is therefore fair to say, however, that the vast majority of

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school resource that affect learning have not been able to address the endogeneity problem. This is certainly so in the UK (Levaˇciˊc and Vignoles, 2002). Indeed, studies have been conducted in the UK in an attempt to address endogeneity have generally found small but statistically significant positive effects from school resource variables on educational outcomes (Dearden et al., 2001; Dolton and Vignoles, 2000; Dustmann et al., 2003; Iacovou, (2002). Endogeneity issues are not the only methodological difficulty in this literature. For example, much of the work on resourcing has had to rely on quite aggregated data, rather than data at the level of the individual pupil.

Similarly, in Nigeria, a lot of studies have been conducted by various researchers on the relationship between educational resources and students' academic achievement. The Nigeria Education Research Council of 2008 emphasized that, for a good education policy or programme to guarantee quality outputs, it must be adequately supplied with necessary facilities and equipment.

Idiagbe, (2004) on his part concluded that teachers' qualification and adequate facilities were determinants of assessing academic achievement of students in secondary schools. Hence, the availability or non-availability of facilities in schools affects the academic achievement of students in Delta State. This is in consonance with Nwangwu (2007) who believed that teaching materials facilitate teaching and learning activities, which result in effective teaching and improved academic achievement. Furthermore, for efficient educational management, facilities help the school to determine the number of students to be accommodated, number of teachers and non-teaching personnel to be employed and the cost determination for the efficient management of the system (Osagie, 2003). Also, the school climate is determined by the resources, especially classrooms under which the teachers and

students operate which in turn influences attitude in teaching and learning. Un-conducive classroom creates stress on teachers and students resulting in negative attitude toward teaching and learning by students. Facilities below approved standard could also lead to reduction in quality of teaching and learning in schools resulting to poor students' academic achievement (Uwheraka, 2005). The school environment however, affects academic achievement of students. Facilities such as, desks, seats, chalkboard, teaching aids, and cupboard are ingredients for effective teaching and learning.

To sum it up, school infrastructures are the major determinants of students' achievement because they determine the quality of teaching and learning that occurs in the school. When these infrastructures are limited or in limited quality and quantity, teaching and learning is impeded which in turn affect the academic achievement of learners.

2.3   Conceptual Framework

This section explains the relationship among the variables on the influence of parental involvement in school administration and students' academic achievement. Figure 2 displays the relationship between the independent variable which is parental involvement in administration and the dependent variable (students' academic achievement). Parents' involvement in school administration is exhibited in four (4) ways. These include participation in decision making, participation in school financing, participation in motivating learners and participation in the maintenance of school infrastructure.
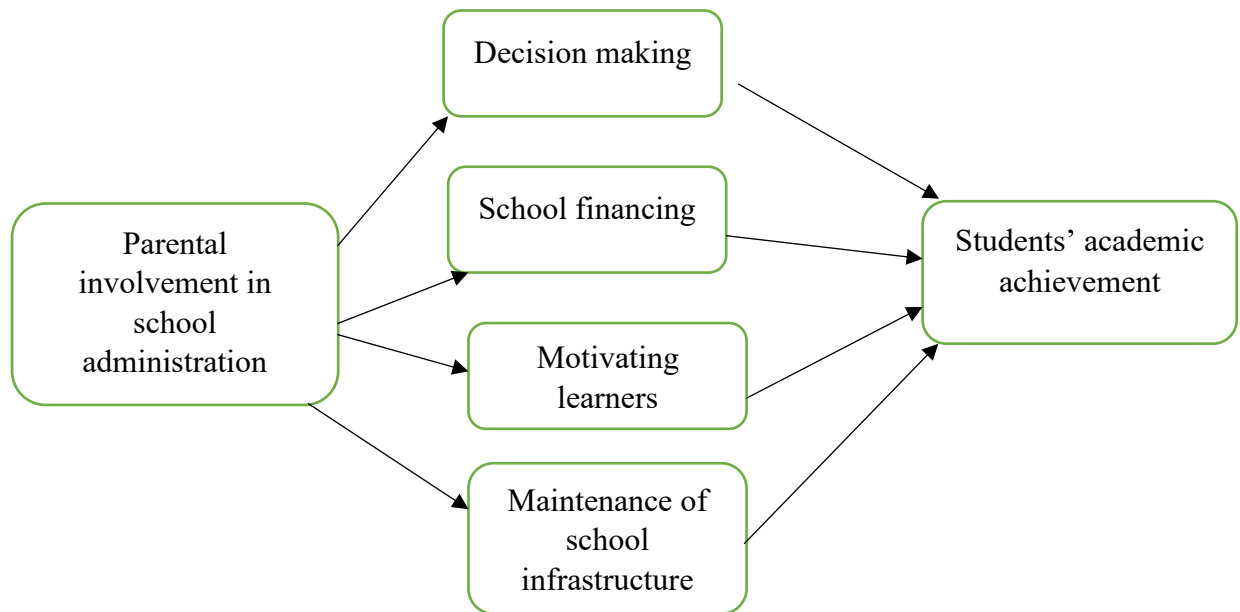
Figure 2: Conceptual framework on the parental involvement in school administration and students' academic achievement.

Source: Researcher's own construct (2021)

2.4 Empirical Evidence

Empirical studies were reviewed based on the objectives of the study. This section discussed related studies done on the exploration of the influence of parental involvement in school administration on SHS students' academic achievement.

2.4.1 Perception of SHS Students on their Parents' Academic Involvement

Al-Taneiji (2008) conducted a study in United Arab Emirates on students' perceptions of parental involvement in their education, forms of parental involvement, and barriers to parental involvement in secondary schools in the United Arab Emirates (UAE). The study was a qualitative study in which focus group interviews were used to address the research questions. A total of 180 students from eighteen schools participated in eighteen focus group interviews from each of the nine educational zones in the UAE (Abu Dhabi, Dubai, Sharjah, Ajman, Fujairah, Umm Al Quwain, Ras Al Khaimah, AlAin, and the Western zone). The findings of the study revealed

that all participants agreed that parental involvement at the secondary school level is important as it motivates students to work hard and to feel that their parents still care about them. Indeed, the great majority (90 percent) of these students preferred that their parents participate in school activities, and they wanted the schools to specify parents' roles in these activities. However, most of the students prefer that their parents participate in school activities rather than helping them with their studies at home. The study also revealed that students perceive that parental participation in school activities improved the relationship between students and teachers and between parents and their children. Yet, the result indicated that the students did not like their parents studying with them because they feel that they are old enough to work independently.

2.4.2 Perception of parents on the extent to which they are involved in school administration

Wulandary and Herlisa (2017) conducted a study on the perception of parents on the extent to which the school allows parents to be involved in their children's academics. The research design was based on a case study which explored the implementation of parent involvement in schooling processes in an Aceh private school. This study sought for information concerning the parents' understanding about their involvement in schooling processes, the ways parents/homes and the school communicate with each other, and whose parents were frequently involved in schooling. From 16 parents consisting of eight mothers and eight fathers. The researchers employed interview and document analysis for data collection. Document review that was comprised of the attendance list of the parents in school meetings and student academic reports. Also, the steps of data analysis were covered through the transcript, and by coding and categorizing. The categories of the study were based on

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the six typologies of Epstein consisting of parenting, communicating, volunteering, learning at home, decision-making, and collaboration with the community. The purpose of these categories was to uncover the whole understanding of parents related to their involvement in schooling processes. This study revealed that parents' understanding regarding parent involvement in schooling processes is limited and needs to be improved. Again, the parents have limited comprehension in the typology of Epstein, on types such as parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. The findings indicated that parental involvement in schooling processes in an Aceh school is low. In addition, the motivation of parents to be involved in schooling processes was related to their own motives, such as merely to fulfil their obligation as a parent in rearing the children. Therefore, the study suggested that the school needs to improve the school system concerning parental involvement.

Similarly, Guðlaug (2010) conducted a study to ascertain how parental involvement at Combretum Trust School in Namibia affects the academic achievement of students. In the educational literature, it is often claimed that involvement of parents results in better academic achievement than if parents are not involved. So, the aim of the research was to see if this relationship exists at a school in Namibia, a developing country that faces many educational challenges. In this case study, a qualitative research approach was used. Data was gathered by interviewing parents of seven students at Combretum Trust School in Windhoek, who all have achieved academically. The objective of the interviews was to learn how the parents are involved in their children's education. In addition, to ascertain the experiences and attitudes of those parents towards their children's education and education in general. The main findings indicated that all the parents who were interviewed are highly

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involved with their children's education. Also, they have high expectations towards their children's education and their future. In addition, they are all quite vocal about their expectations to their children. Again, all the parents recognise the importance of taking active part in their children's education. Furthermore, the study revealed that all the parents want to know how their children spend their time outside of school and with whom their children spend their time. Most of the parents consider themselves to have a good relationship with their child's teachers and the school. Additionally, homework is considered to be important by each parent and they all assist their child with homework if the need arises. Thus, it was concluded that the involvement of parents in their children's education do impact positively on the academic achievement.

2.4.3 Impact of parental involvement in school administration on students' academic achievement

Fareo, O.D., & Musa, J. (2018) conducted a study which examined the influence of parental involvement on academic achievement of their wards in schools. The study also determined the home and the school factors that could influence academic achievement of students. The study adopted survey research design where a sample size of 400 was drawn from a population of 11,745 students by stratified sampling technique. Again, a self-developed instrument titled 'Parental Involvement as a Correlate of Academic Achievement of Secondary School Students' (PICAASSS) was used to collect data. The validity of the research instrument was carried out by two experts both in Counselling Psychology and Test and Measurement whilst reliability was ascertained using test re-test method and the reliability co-efficient was 0.89. Data were analysed using mean, Pearson moment correlation co-efficient and t-test statistics. The findings of the study revealed that the junior

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secondary school students in Hong Local Government performed below average in Mathematics, English and Integrated Science which could be as a result of lack of parental involvement. The findings also showed that home factors that can influence the low academic achievement of junior secondary school students include inability of parents to check their school note books, lack of time to find out what they do in school on daily bases, lack of assistance from parents in helping their wards to do home assignment and inability of parents to engage coaching teachers for their children.

The study also established that the school factors that influence academic achievement of junior secondary school students include parents attending PTA meetings, purchase of recommended textbooks, love of parents to find out about their children friends, attendance of parents in the events that are organized in school, parents asking teachers about how their wards are getting along with their classmates, frequent visitation of parents to class teachers and subject teachers to find out the behaviour of their wards, parents frequent payment of their children's tuition fee as and when due, regular visit of parents to school to verify if their children are in school, parents interacting with teachers on phone to find out whether their children attend school, and parents financially support to school project. The study also indicated that there is a significant relationship between the level of parental involvement and students' academic achievement. There was also a significant relationship between home level and school level parental involvement on students' academic achievement. Based on the findings, the study concluded that parental involvement significantly contributed to junior secondary school students' achievement in English Language, Mathematics and Integrated Science. It was recommended that parent should be involved in school matters like Parents Teachers

Association (PTA) meetings, seminars and conferences should also be frequently organized for teachers.

Another study was conducted by Kibandi (2014) on the influence of parent's participation in management of public secondary schools on academic achievement in Siakago Division in Embu County. The objectives of this study were: to investigate the influence of parents' participation in decision making, school financing, motivating learners and maintenance of physical facilities of schools on students' academic achievement in Siakago division in Embu County. The researcher used questionnaires to collect data from the students and teachers, while an interview schedule was used to collect data from the head teachers and the parents. Also, research questions were analysed using descriptive statistics of frequency and percentages of the responses. The findings of the study indicated that the benefits of parental participation in school management have not been realized in many of the schools, which has been affecting academic achievement. It was evidence in the study findings that parents' participation in decision making, school financing, motivating learners and maintenance of physical facilities of schools affects students' academic achievement in Siakago Division in Embu County. The study therefore recommended that parents should take up specific roles in school management and indicate the values of their participation in school management.

Similarly, Martinez (2015) conducted a study and the purpose of the study was to determine whether differences existed in English Language Arts (ELA) and Mathematics Achievement between fourth grade students whose family members were involved in school and fourth grade students whose family members were not involved in school. The sample size consisted of 30 fourth grade students whose family members were highly involved in school and 30 fourth grade students whose

family members were not involved. Again, independent sample t-tests were conducted to compare the ELA and mathematics district benchmark mean scores between the two groups. The results revealed that students whose family members were highly involved in school administration significantly outperformed those with family members who were not involved based on scores of the cumulative end-of-year district benchmark tests for ELA and mathematics for grade 4. This means that parental involvement has a significant effect on the academic achievement of learners. The mean difference for ELA was 32.33 p=.001 and 52.73 (p=.001) for mathematics.

Again, Mudibo (2014) conducted a study which sought to establish whether there exists a relationship between parental involvement and academic achievement among form three students in secondary schools in Kenya. The objectives were to find out the level of involvement of parents and the students' academic learning process and to establish the relationship between parental involvement and students' academic attainment. The study adopted a descriptive research design. Also, the target population of the study comprised of all form three students in secondary schools in Magarini Sub- County. Again, 5 students per school from the seventeen sampled schools were used for the study, giving a sample of 85 students. The instrument used to collect data was a questionnaire. The views of some selected teachers were also collected by means of open-ended questionnaires. Data was analysed using quantitative statistics. The study revealed that to a greater extent, parents convey attitudes about education to their children during out-of-school hours. These attitudes are reflected in the children's classroom behaviour and in the teacher's relationship with the children and the parents. This shows an orientation towards better performances in that parents' attitudes comprises a key dimension of the relationship between parents schooling. The study further revealed that to a greater extent, parental

involvement ensured and sustained an intellectually stimulating environment that promotes and motivates their drive towards higher academic achievement. This nurtures their talents and boosts their self-esteem. The study also showed the need to emphasize the role that parents play in students' academic achievement. In addition, closer stimulating and responsive parental involvement leads to children staying longer in school, positively influences their career choices, progression, and academic development values. It also leads to students' school readiness, adjustment as well as socio-emotional development of the children. These results in increased interaction with learning, hence increased academic achievement.

In Ghana, a similar study was conducted by Amponsah, Milledzi, Ampofo and Gyambrah (2018). The study explored the relationship between parental involvement in education and academic achievement of senior high school students in the Ashanti Mampong Municipality of Ghana. A descriptive correlational research design was used to conduct the study. Also, a stratified random sampling procedure was employed to select a total sample of 471 respondents which comprised 186 males and 285 females. Also, questionnaire and test items on Mathematics and English Language were the research instruments used to collect data for the study and data analysis was conducted by employing descriptive statistical tools (mean and standard deviation scores) to examine students' perceived parental academic ambition and involvement in their education while the Zero-order correlation was used to examine the relationships between parental involvement in education and academic achievement. The results of the study showed a significant positive relationship between parental involvement in education and students' academic achievement. It was therefore recommended from the study that; parents should play a leading role in

supporting their children's education since they are the first to expose children to the social and academic world.

2.4.5   Good Practices of Parental involvement

Considering the research findings, their own practical experience, as well as discussions with other experts, Bouffard and Weiss (2008) summarize some of the basic principles that the process of involving families can make meaningful and useful. First, the involvement of parents must be part of a broader strategy of complementary support learning and development as a systematic effort supported by joint action of all stakeholders. Furthermore, the involvement of parents' should be viewed as a continuous process that has its evolutionary stages through childhood and adolescence, and is especially important in the periods of the transition of children from one to another level of schooling. However, not all parents have equal capacities for fuller participation in all activities and not all schools are interested and able adequately support participation in them. Research shows that the traditional system of parental participation, despite good intentions, usually leaves out the participation of non-dominant parents. In the modern school system, there is no generally accepted model of parental participation.

2.5   Chapter Summary

This chapter discussed related literature on the impact of parental involvement in school administration on the academic achievement of students. Epstein's framework and Hoover-Dempsey and Sandler's Parent Involvement Model, the Swap model and the Hornby model formed the theoretical framework for the study. In the conceptual review, the concept of parental involvement, topology of parental involvement, benefits of and barriers to parental involvement, students' Academic

Achievement, Perception of students on their parental academic involvement, Perception of parents on their involvement in school administration, the impact of parental involvement in school administration on students' academic achievement and good practices of parental involvement where literature was reviewed on parents' participation in decision making and students' academic achievement, parents' participation in school financing and student's academic achievement, participation in motivating students, and parents' participation in maintenance of school infrastructure on students' academic achievement.

In the empirical review, related studies done by other researchers on the topic were reviewed. And this was done according to the research objectives. However, it was observed that there are no empirical studies on the extent to which the school allows parents to take part in the administration of the school. As a result, this study adds to knowledge on the extents to which the school allows parents to be involved in the school administration. Research on the empirical studies show that schools must collaborate with parents for good academic achievement of the students and this is in line with the assertion made by Davis (1991) that great schools have effective partnerships with parents with the school, family, and community partnering in educating the students. Increased parental involvement has been shown to result in increased student success, enhanced parent and teacher satisfaction, and improved school climate.

Also, in the review, it was observed that to ensure effective parental involvement, schools may have partnership programmes in place that continually develop, implement, evaluate, and improve plans and practices encouraging family and community involvement. Schools can encourage involvement in several of areas including parenting, learning at home, communication, volunteering, decision-

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making, and community collaboration and that effective parental involvement programmes are built upon a careful consideration of the unique needs of the community. Accordingly, in order to build trust, effective approaches to parent involvement rely upon a strength-based approach, emphasizing positive interactions that share the goal of increasing parents' school collaboration in order to promote healthy child development and safe school communities. The next chapter which is chapter three presents the methodogy which involves the principles, procedures and practices that govern research.

CHAPTER THREE

METHODOLOGY

3.0   Introduction

Methodology refers to the principles, procedures and practices that govern research. Kazdin (2003) pointed out that "Methodology" should be taught of as encompassing the entire process of conducting research study, drawing conclusions and disseminating the findings. This chapter thus, comprised the research paradigm the research approach, research design, study area, population and sample and sampling technique. It also consists of data collection instrument, data collection procedures, validity and reliability of the research instruments, reliability in qualitative research, data collection procedures, data analysis plan and ethical consideration.

3.1   Research Paradigm

A research study is conventionally guided by a research paradigm which refers to researchers' underlying philosophical views concerning the truth and reality in general and the research issue in particular. A research paradigm, therefore, is a philosophical position about the world or the nature of reality and how we approach it to understand it (Maxwell, 2005). It includes researchers' assumptions about ontology and epistemology that guide the research process. Ontology is concerned with the nature of truth, i.e., what is the nature of reality? Whereas epistemology refers to the nature and forms of human knowledge, i.e., how do we know what reality is (Cohen et al., 2007).

The paradigm which is not committed to any sort of philosophical stance is pragmatism (Creswell, 2007) but argues that the forced choices between positivism and interpretivism should be abandoned as it views reality as both singular and

multiple. Pragmatism "is pluralistic and oriented towards 'what works' and practice" (Creswell & Plano Clark, 2011, p. 41). In other words, pragmatism uses multiple methods but the use of the methods should always be guided by research problems. It values both objective and subjective knowledge to meet research objectives. Researchers adopting a pragmatist position have the liberty to choose those research methods or strategies that can best answer their research questions (Creswell, 2007).

According to Feilzer (2010, p.14), pragmatism brushes aside the quantitative/ qualitative divide and ends the paradigm war by suggesting that the most important question is whether the research has helped to find out what the researcher wants to know. Tashakkori and Teddlie (1998) suggest that pragmatists study what interests them and are of value to them. Pragmatists study research problems in different ways that they deem appropriate. Therefore, the main reason for adopting a pragmatist position in a study is to allow a researcher to have a pluralistic stance of gathering all sorts of data in order to best answer the research questions. In essence, they employ a mixed-methods design to follow one or multiple combinations of some of the prevalent research paradigms. In a mixed-method research design, qualitative research approaches help understand the situation through indicative results by exploring through the tools like participant observation and interviews whereas quantitative approaches help derive objective findings by using the tools like a survey.

3.2   Research Approach

A researcher, based on his/her purpose, may adapt different approaches to uncover the truth and/or knowledge. This study adopted the mixed-method approach. Mixed-methods research approach is a research methodology that incorporates multiple methods to address research questions in an appropriate and principled

manner (Bryman, 2012; Creswell, 2015; Creswell & Plano Clark, 2011), which involves collecting, analyzing, interpreting and reporting both qualitative and quantitative data. As stated by Creswell and Plano Clark (2011), a mixed-methods research design is a research design that has its own philosophical assumptions and methods of inquiry. As a methodology, it includes philosophical assumptions to provide directions for the collection and analysis of data from multiple sources in a single study.

A mixed-methods design offers a number of benefits to approaching complex research issues as it integrates philosophical frameworks of both post-positivism and interpretivism (Fetters, 2016), interweaving qualitative and quantitative data in such a way that research issues are meaningfully explained. It also offers a logical ground, methodological flexibility and an in-depth understanding of smaller cases (Maxwell, 2016). In other words, the use of mixed-methods enables researchers to answer research questions with sufficient depth and breadth (Enosh, Tzafrir, & Stolovy, 2014) and helps generalize findings and implications of the researched issues to the whole population. For example, the quantitative approach helps a researcher to collect the data from a large number of participants; thus, increasing the possibility to generalize the findings to a wider population. The qualitative approach, on the other hand, provides a deeper understanding of the issue being investigated, honouring the voices of its participants. In other words, whereas quantitative data bring breadth to the study, qualitative data provides depth to it. Moreover, quantitative results can be triangulated with qualitative findings and vice versa. Triangulation, as a qualitative research strategy, is the use of multiple methods or data sources to develop a comprehensive understanding of a research problem or to test validity through the convergence of information from different sources (Carter et al., 2014). A mixed-

methods design, therefore, offers the best chance of answering research questions by combining two sets of strengths while compensating at the same time for the weaknesses of each method (Johnson & Onwuegbuzie, 2004).

Mixed methods research has been described in a variety of ways which can make it a difficult concept to understand (Niglas, 2009). For instance, Burke, Onwueegbuzie and Turner (2007) defined the approach as the type of research approach in which a researcher or team of researchers combine elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration. Similarly, Greeno (2007) argued that this approach provides researchers with opportunities to compensate for inherent method weaknesses, on inherent method strengths, and offset inevitable method biases.

According to Tashakkori and Creswell (2007), mixed method approach may be defined as an approach in which the investigator collects and analyses data, integrates the findings and draws inferences using both qualitative and quantitative approaches and methods in a single study. This is supported by Tashakkori and Creswell (2007) who maintained that mixed methods approaches may be defined as an approach research in which the investigator collects and analyses data, integrates the findings and draws inferences using both qualitative and quantitative approaches and methods in a single study. The authors further noted that a mixed methods study is one that includes a qualitative and quantitative dimension, but difficulties often arise when the researcher attempts to articulate how the two elements relate to one another. With regards to the nature of mixed method approach to research, perspectives of authors have differed indicating no unified position (Sandelowski,

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2003; Bryman, 2012; Tashakkori and Creswell, 2007). Some authors have argued that mixed method is the collection and analysis of quantitative and qualitative data. In view of this, Tashakkori and Creswell (2007) argue that as mixed methods research approach is still evolving and will change over time as this research approach continues to grow (Johnson & Onwuegbuzie, 2007). Inferring from the above authors suggest that researchers use the mixed method approach to obtain an in-depth information pertaining to the topic understudied where one approach complements the other by using both the qualitative and quantitative approach of data collection. 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. 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. The study employed the mixed method approach in order to validate the findings generated by each method through evidence produced by the other. Additionally, the use of the mixed method approach was appropriate to obtain an in-depth information pertaining to the topic understudied where one approach complements the other by using both the qualitative and quantitative approach of data collection.

3.3   Merits of mixed Methods approach

Mixing two approach might be superior to a single method as it is likely to provide rich insights into the research phenomena that cannot be fully understood by using only qualitative or quantitative methods. A mixed-methods design can integrate and synergize multiple data sources which can assist to study complex problems (Poth & Munce, 2020). The application of mixed methods, means purposeful data consolidation which allows researchers to seek a wide view of their study by enabling

them to view a phenomenon from different perspectives and research lenses (Shorten & Smith, 2017).

3.4   Rationale for the choice of Mixed Methods Approach

The first rationale of employing mixed methods approach is the expansion of study. This means mixed methods research approach allows researchers widen their inquiry with sufficient depth and breadth. For instance, when a researcher wants to generalize the findings to a population and develop a detailed view of the meaning of a phenomenon or concept for individuals, the advantages of collecting both closed-ended quantitative data and open-ended qualitative data support understanding of a research problem (Creswell, 2003).

Furthermore, qualitative data such as interviews can provide depth in the research inquiry as the researcher can gain a deeper insight into the phenomenon from narratives. Then, a quantitative approach of data collection can bring breadth to the study by supporting the researcher with accumulating data about on different aspects of a phenomenon from different participants.

Another driving motive for combining the two methods is the belief that both kinds of research have values and that in some respects they are complementary, and therefore, there will be an added value in combining them. The researchers use both data sets to answer the same research question which can produce greater certainty and wider implication in the conclusion (Maxwell, 2016; Morgan, 2014). In other words, mixing two methods helps to produce a more complete picture and provides an opportunity for a greater assortment of divergent or complementary views; which are valuable as they not only lead to extra reflection and enrich our understanding of a phenomenon, but also open new avenues for future inquiries (Teddlie & Tashakkori, 2009).

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Additionally, findings from mixed-methods research offer a holistic view of a phenomenon and provide additional insights into different components of a phenomenon which might help for generating substantive theories (Ventakesh et al., 2013).

The mixed methods research approach helps "to overcome the epistemological differences between quantitative and qualitative paradigms and to provide a royal road to true knowledge" (Bergman, 2008, p. 4). Indeed, a principled combination of the two methods supports researchers in developing an in-depth and comprehensive understanding of a research phenomenon (Lund, 2012). For example, while using a quantitative method, concepts can be operationalized in terms of well-defined indicators, tracing trends and relationships, making comparisons, and using large and perhaps representative samples, a qualitative method has the strengths of sensitivity to multiple meanings, logical ground, great methodological flexibility and in-depth study of smaller samples which helps to study the process and change.

Mixed methods research approach helps to obtain more rigorous conclusions by employing two methods in such a way that the strengths of the qualitative methods offset the weaknesses of the quantitative methods and vice versa (Plano Clark & Ivankova, 2016). This implies that a quantitative method can be strong in those areas where a qualitative method is weak and vice versa. In other words, one method is more suitable to answer one type of question and another method is more suitable for another type of question. Mixing the two methods, therefore, offers the possibility of combining two sets of strengths while compensating at the same time for the weaknesses of each method. Thus, the combination of quantitative and qualitative methods is often proposed on the grounds that a researcher can utilize the respective

strengths, escape the respective weaknesses of the two approaches and produce a more accurate conclusion.

Another value of mixed methods approach is its triangulation component. Data triangulation in a mixed-methods study is generally accepted as a strategy for validating results obtained with the individual method (Bergman, 2008). A researcher, for instance, aims to obtain a more valid picture about a research issue by directly comparing the findings drawn from one method (qualitative or quantitative) to those obtained from another (quantitative or qualitative) for convergence and/or divergence (Plano Clark & Ivankova, 2016). In other words, collecting diverse types of data offers greater insights on a phenomenon that the methods individually cannot offer, and therefore, provides more valid and stronger inferences than a single method does (Teddle & Tashakori, 2009). Thus, data triangulation leads to a well-validated conclusion and also promotes the credibility of inferences obtained from one approach (Ventakesh et al., 2013).

Finally, mixing the two methods is "to develop more effective and refined conclusions by using the results from one method (qualitative or quantitative) to inform or shape the use of another method (qualitative or quantitative)" (Plano Clark & Ivankova, 2016, p. 86).

3.5   Research Design

A research design is the arrangement for collection and analysis of data and all the procedures that will be employed to build the study. Chandran (2004) describes research design as an understanding of conditions for collection and analysis of data in a way that combines their relationships with the research to the economy of procedures. Similarly, Krishnaswamy (2009) suggests that research design deals with the detailing of procedures that were adopted to carry out the research study. Hakim

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(2000) observes that design is primarily concerned with aims, uses, purposes, intentions and plans within the practical constraint of location, time, money and the availability of the researcher. She also comments that any research design will also be a reflection upon a researcher's ideas. Although, in order to be successful, the investigator must address three critical questions when engaged in this process (Creswell, 2012). The study adopted the concurrent triangulation (convergent parallel) research design of mixed research approach.

To gain an in-depth understanding of the topic, this study has been carried out using the convergent parallel design. The research process can be symbolized as qualitative and quantitative (QUAL+QUAN; Morse, 1991). A convergent parallel design entails that the researcher concurrently conducts the quantitative and qualitative elements in the same phase of the research process, weighs the methods equally, analyzes the two components independently, and interprets the results together (Creswell & Plano Clark, 2011). With the purpose of corroboration and validation, the researcher aims to triangulate the methods by directly comparing the quantitative statistical results and qualitative findings. In the research process, two data sets have been obtained, analyzed separately, and compared.
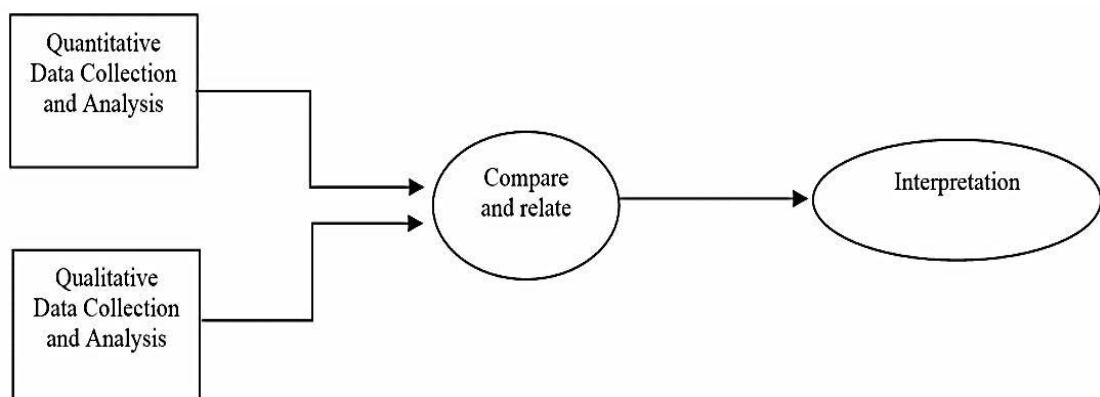
Figure 3: The research process in this study using the convergent parallel design or the concurrent triangulation of mixed method design.

According to Kroll and Neri (2009), the concurrent triangulation of mixed method design involves a single study containing qualitative and quantitative data collection which is conducted at the same time. Concurrent mixed method design in the view of Creswell (2012) includes only one data collection phase during which quantitative and qualitative data collection and analysis are conducted separately yet concurrently. Creswell further noted that, the findings are combined during the interpretation phase of the study. In using this design, equal attention and importance were given to both types of research. According to Creswell (2012), the use of the design is beneficial since it involves concurrent, but separate, collection and analysis of quantitative and qualitative data so that the researcher may best understand the research problem. As stated by Greeno and Caracelli (2003), "social reality is both casual and contextual, and social knowledge is both propositional and constructed. To respect all facets of realism, multiple methods are not only welcomed but required" (p.99).

In using this design, the researcher used two data sets (quantitative and qualitative), typically by bringing the separate results together in the interpretation or by transforming data to facilitate and integrating the two data types during the analysis. The researcher's primary intent was to generate a more elaborate and a comprehensive understanding of the interplay of the influence of parental involvement (the independent variable) and how it affects the academic achievement of students (the dependent variable). The use of concurrent triangulation of mixed method design was not for the purpose of triangulation but for "complementarity" in which different techniques address different aspects of the phenomenon, and convergence is not necessarily expected and findings from the separate components are then fitted together like a jigsaw puzzle" (Smith, 2006, p.465).

3.6   Research Method

In using the convergent parallel design or concurrent triangulation of mixed methods design, a survey and interview were used as the research methods. A survey is a method of data collection where quantitative data is collected from predefined respondents while an interview (face to face interaction) is a method of data collection method used to collect qualitative data from few respondents. Quantitative data was collected from SHS students and parents of the students using survey as a method of data collection while interview was used as a method for collecting qualitative data from the Heads of the Schools. Interview is participatory, as it requires both the interviewer and the participant to join in an interactive conversation (Best & Khan, 2006). A survey is a research method used for collecting data from a predefined group of respondents to gain insight into various topics of interest. This method can have multiple purposes and researchers can conduct it in many ways depending on the methodology chosen and the goal of the study.For the students, data was collected on their perception of Senior High School students on their parents' academic involvement while data was collected on the extent to which the school allows parents to take part in the administration of the school of the Senior High Schools within the Abura, Asebu Kwamankese District.

In obtaining the qualitative data, an interview guide was used to collect data from the head masters of the students on their perception on the extent to which parents are involved in school administration. The use of the design was appropriate in order to obtain quantitative and qualitative data in order to complete the weakness of each of the data collection methods. It was also used in order obtain an in-depth information on the impact of parental involvement in school administration on student academic achievement.

3.7   Study Area

The study was conducted in the Abura-Asebu Kwamankese District in the Central Region of Ghana with the administrative Capital at Abura Dunkwa. According to Creswell (2008), describing the setting of one's study area will enable readers to form mental pictures of the place as they read the study and feel as if they are there. He indicates that in providing detailed information, description can transport the reader to the research site or help the reader visualize a person (p.225). According to Ghana Statistical Service (2010), the population of Abura Asebu Kwamankese District is 117,185 representing 5.3 percent of the central region's total population. Males constitute 47.2 percent and females represent 52.8 percent. The population of the District is youthful (40.5%) depicting a broad base population pyramid which tapers off with a small number of elderly persons (6.5%). The total age dependency ratio for the District is 89.3, the age dependency ratio for males is higher (94.6) than that of females (84.6). The District has a household population of 114,220 with a total number of 28,704 households. With regards to the population 11 years and above, 70.8 percent are literate and 29.2 percent are non-literate.

The proportion of literate males is higher (52.1 %) than that of females (47.9%). Seven out of ten people (69.5%) indicated they could speak and write both English and Ghanaian languages. Of the population aged 3 years and above in the district, 25.5 percent has never attended school, 41.6 percent are currently attending and 32.9 percent have attended in the past. The average household size in the District is 4.0 persons per household. Children constitute the largest proportion of the household structure accounting for 42.3 percent. Spouses form about 9.6 percent. Nuclear households (head, spouse(s) and children) constitute 29.9 percent of the total number of households in the District. In the District, about 71.2 percent of the

population aged 15 years and older are economically active while 28.8 per cent are economically not active. Of the economically active population, 95.3 percent are employed while 4.7 percent are unemployed. For those who are economically not active, a larger percentage of them are students (53.4%), 19.1% perform household duties and 5.4 percent are disabled or too sick to work. Six out of ten unemployed are seeking work for the first time. Similarly, with regards to the employed population, about 50.0 percent are engaged as skilled agricultural, forestry and fishery workers, 14.7 percent in service and sales, 19.5 percent in craft and related trade, and 6.7 percent are engaged as managers, professionals, and technicians. Again, of the population 15 years and older, 65.9 percent are self-employed without employees, 11.1 percent are contributing family workers, 1.3 percent are casual workers and 0.4 percent are domestic employees (house helps). Overall, men constitute the highest proportion in each employment category except the contributing family workers and apprentices. The private informal sector is the largest employer in the District, employing 91.4 percent of the population followed by the public sector with 5.2 percent. The map of Abura Asebu Kwamankese District is provided in Fig 2:

Figure 4: Map of Abura Asebu Kwamankese District

Source: Ghana Statistical Service (GSS)

3.8   Population

Target population refers to the total number of subject or total environment of interest to the researcher (Best & Khan, 2006). The target population comprised all the form 3 students, heads and parents in all the 4 SHSs in AAK District with a total of 2,885 students, 4 heads and 5,311 parents. The researcher used form 3 students because of their long stay in school and were able to provide sufficient information on the impact of their parental involvement on their academic achievement. Table 1 gives the breakdown of form 3 SHS students and head masters in the various schools.

Table 1: Distribution of Students and School Heads

School	Number of Form 3 students	Number of Heads
Aggrey Mmeorial Zion Senior High School	800	1
Moree Community Senior High School	750	1
Abakrampa Senior High School	655	1
Aburaman Senior High School	680	1
Total	**2,885**	**4**

Source: Field Survey (2021)

3.9   Sample and Sampling Technique

A sample is a small group of people that represent characteristic of the target population. There is no fixed number or percentage of subject that determines the size of an adequate sample, instead, it may depend upon the nature of population of interest and the data to be gathered and analysed (Best & Khan, 2006). In the view of Cohen and Manion (1989), in the situation where the population is too large, the researcher collects information from a smaller group or subset of the population in a way that the knowledge gained is representative of the total population under study. A sample of 502 which comprised of 338 students, 4 heads of the four SHSs and 160

parents were selected. In selecting the students, Krecjie and Morgan formulae for determining sample size was used. According to Krecjie and Morgan (1970), a sample size of 2,885 students correspond to 338. However, since heads were interviewed, all the 4 heads were used for the study. This was supported by Creswell (2012) who argued that selecting a large sample number of interviewees will result in superficial perspective and the overall ability of researchers to provide an in-depth picture diminishes with the addition of each new individual or site. The study used 160 parents who participated in a PTA meeting organised during the term.

In selecting the students, the proportionate stratified sampling technique was used to distribute the 338 students for the four schools to know the number of students to select from each school. The proportionate sample for each of the SHSs was calculated by dividing the number of form 3 students in that school by the total population of form 3 students in all the four SHSs multiplied by the sample size of 338. For instance, the sample size for Aggrey Memorial Zion SHS with 800 form 3 students was calculated by $\frac{800}{2,885} \times 338 = 94$. The proportionate sample for each of the schools can be seen in Table 2.

Table 2: Distribution of Proportionate Samples for the SHS students

School	Population	Sample
Aggrey Mmeorial Zion Senior High School	800	94
Moree Community Senior High School	750	88
Abakrampa Senior High School	655	76
Aburaman Senior High School	680	80
Total	**2,885**	**338**

Source: Field Survey (2021)

After knowing the number of form 3 students to be sampled from each of the schools, proportionate stratified sampling technique was used to again distribute the sample of each school to the number of programmes of study so that samples can reflect all the programmes studied in each school. Finally, since the number of students to be selected from each academic programme is known, simple random sampling technique was used to sample students from each academic programme in each school using their class list. In selecting the parents, convenient sampling technique was used to select the 160 parents who were able to read and write. Convenience sampling technique is a non-probability sampling technique where subjects are selected because of their convenient accessibility and proximity to the researcher.

Since it is a non-probability sampling technique and not all the subjects have equal chance of being selected to take part in the study, sampling bias may occur and the sample may not be a representation of the entire population and may cause a limitation in the generalization and inferences making about the entire population. However, since PTA members come and spend some few hours at a meeting and some do not even wait to the end of the meeting, it was preferable to use this technique because it is fast, inexpensive, and easy and the subjects are readily available. 40 parents were selected from each of the four schools during a PTA

meeting. It must be emphasized that 40 parents were selected from each school in order to obtain a sample that fairly represented each of the schools.

3.10   Data Collection Instruments

The main instrument used for the study were questionnaire and interview guide.

3.10.1 Interview guide

This technique is popular because it is flexible and participatory. Interview is participatory, as it requires both the interviewer and the participant to join in an interactive conversation (Best & Khan, 2006). Interview guide is sub divided into structured and semi structured interviews. In this study, the researcher used structured interview questions in order to allow flexibility in maintaining the course of interview and responses by clarifying questions to ensure that the required information was tapped from respondents. This type of interview also helped the researcher to understand deeper the parents' experiences, feelings and perspectives. In addition, in obtaining responses from head masters, the researcher used face-to-face form of interview to collect data on the extent to which the school allows parents to take part in the administration of the school. Section A consisted of items measuring their demographic characteristics such as their gender while section B consisted of items assessing the extent to which the school allows parents to take part in the school administration.

3.10.2 Questionnaire

The study employed questionnaires containing closed-ended questions for the forms 3 students and parents. For the students, the questionnaire was used to ascertain the perception of Senior High School students on their parents' academic

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involvement. Questionnaire was also used to collect data from parents on the influence of their involvement in school administration on students' academic achievement. Questionnaire is a series of questions or statement posed to individuals obtain information on the present or past conditions and behaviours which are then analysed to analyse to determine relationship among variables (Craig & Metze 1986, p. 167). This is supported by the assertion of Shadish, Cook and Campbell (2002) who maintained that purpose of questionnaire is to elicit information about the characteristics or opinions of the respondents. One of the advantages of using questionnaire according to Shadish, et al. (2002) is that, it allows the researcher to collect data from a group of respondents at the same time and it is easy to score. Similarly, the use of questionnaire is easy to administer, friendly to complete and fast to score and therefore take relatively less time from researchers and respondents (Knowles, 2004). The questionnaire which was given to students was made up of two sections labelled "A and B". Section 'A' was made up of items soliciting information on demographic characteristics of the students. The demographic variables included gender and programme of study. Section 'B' was made up of items soliciting information on the perception of Senior High School students on their parents' academic involvement. For the parents, the questionnaire was made up of two sections. Section 'A' consisted item measuring their demographic characteristics while the section 'B' contained items measuring their perception on the extent to which they are involved in school administration.

3.11   Validity and Reliability of the Research Instruments

Gay (1992) posits that validy is when a test covers adequately what it is intended to measure. To Gall, Borg and Gall (2003), validity is the degree to which a

test measures what it purports to measure. There are different kinds of validity which includes content validity, face validity and construct validity.

3.11.1 Content Validity

Content validity is about a measure being fully representative of what it aims to measure and whether the content appears to be suitable to its purpose. According to Gall, Borg and Gall (2003), content validity of an instrument is improved through expert judgment. To ensure content validity, the researcher was mindful that appropriate questions were designed to solicit for the needed information from the respondents. Adequate questions were asked to cover the area of the study. This was done to ensure that information collected related to the research topic. Also, the language used in the instuments were at the level of the respondents for clear understanding. The researcher gave the instruments to his supervisor for scrutinising its content. Specifically, ambiguous items, double barrel item as well as making sure the items were in line with the research objectives were all adhered to.

3.11.2 Face Validity

Face validity is concerned with whether the measure is relevant and appropriate for what is assessing only on the surface. Tests wherein the purpose is clear, even to the naïve respondents, are said to have a high face validity. Accordingly, tests wherein the purpose is unclear have low face validity (Nivo, 1985). In this study, face validity was assessed by asking friends to check the instruments to find out whether the components were relevant to what was being measured, and whether the method seemed useful for measuring the variables being used in the study and whether the measuring instruments were appropriate for capturing the variables.

3.11.3 Construct Validity

The researcher ensured construct validity in crafting the instruments. Construct validity deals with whether the measure relates to the underlying theoretical concept and that it is measuring the correct construct (traits/attributes). To ensure construct validity, the respondents were made to communicate their knowledge through the use of closed ended questions in the case of questionnaire and structured interview guide in the case of the interview.

In ascertaining the reliability of the instrument, the instrument was piloted using similar characteristics of participants in the Komenda/Edina/Eguafo/Abirem (KEEA) Municipality. In the Municipality, two SHSs namely, Komenda SHS and Eguafo SHS were used for the pilot testing. Again, 20 parents of the students in the two selected schools were also randomly sampled to answer the questionnaire in order to ascertain the reliability of the instruments. A pilot test has several functions, principally to increase the reliability, validity and practicability of the questionnaire (Morrison, 1993). Thus, the pilot test checks the clarity of the questionnaire items, instructions and layout. It is also used to gain feedback on the validity of the questionnaire items. It is also used to eliminate ambiguities or difficulties in wording of the questionnaire among others (Morrison, 1993).

According to Mugenda and Mugenda (2003), reliability is a measure of the degree to which a research instrument yields consistent results after repeated trials. In this regard, the aim of the pre-testing was to improve the reliability of the instruments. The pilot-test allowed the researcher to re-work on the research instruments for improvement on inconsistencies; typographical errors, language use, and any ambiguities were removed. The students and parents used for the pre-test were asked to complete the questionnaire in order to review any ambiguous items. After pre-

testing the instrument, the reliability (internal consistency) of the items for the main study was estimated using Cronbach's co-efficient alpha. According to Cronbach (as cited in Ebel & Frisbie, 1991), co-efficient alpha can provide a reliability estimate for a measure composed of items of varying point values such as essays or attitude scales that provide responses such as strongly agree and strongly disagree with intermediate response options. A Cronbach's co-efficient alpha of 0.81 and 0.76 were obtained respectively for the students' and parents' questionnaires and according to George and Mallery (2003) and Kline (1999), the reliability coefficient greater than 0.70 is appropriate for data collection. Pallant (2001) also recommended 0.7 for internal consistency of the items that make up a scale to measure an attribute, indicating that the questionnaire was reliable. Therefore, the reliability coefficients of 0.81 and 0.76 obtained in this study confirmed that the questionnaire used in the main study was within the acceptable benchmark of instrument being reliable.

3.12   Reliability in Qualitative Research

Reliability in qualitative research was also strictly adhered to. Lincoln and Guba (1985) used the word believability to better describe validity and reliability in qualitative research. According to Lincoln & Guba (1985), the researcher must provide evidence of what has been done in the study to help others to believe what was reported and concluded (Trustworthiness is seen when the collected information is not changed to fit the researcher's interests). Trustworthiness has been discussed in the following:

3.12.1 Credibility

Credibility means that the research findings must be closer to reality (Merriam, 2007), because a qualitative study happens in a real-life setting. In order to

establish credibility, the researcher restated and paraphrased the information received from the respondents to ensure that what was heard was in fact factually correct. Some of the respondents were contacted afterwards to confirm what they meant by what they said.

3.12.2 Transferability

Transferability refers to the extent that the findings can be generalised to other settings, contexts, or populations (Lincoln & Guba, 1985). The researcher must provide readers with enough case information, especially about the context, so that generalisations can be made to similar contexts (Merriam, 2007). In addressing the issue of transferability, the researcher provided a detailed description of participants in the study and where they are located, data collection methods that were employed as well as the number of respondents to be used in the fieldwork.

3.12.3 Dependability

Dependability relates to what extent the findings of the study might be found again (Merriam, 2007). The data collection and the analysis process should be presented logically, traceably and well-documented (Lincoln & Guba, 1985). In other words, the researcher must provide a rich description and a detailed explanation of the decisions, methods and procedures which might have influenced the study (Merriam, 2007). In order to address dependability, the research design and its implementation were described in details as well as the data collection procedure.

3.12.4 Confirmability

Confirmability refers to the extent that the research can be confirmed or corroborated by others (Lincoln & Guba, 1985). The authors further stated that there are certain strategies used to enhance confirmability, like searching for negative cases

or conducting a data audit to pinpoint possible bias. In order to achieve confirmability in this research, the researcher consulted his supervisor to ensure that objectivity in the data analysis was achieved.

3.13 Data Collection Procedures

The researcher obtained a research introductory letter from the Head of Department of Educational Administration and Management which was sent to the authorities of the schools to seek for permission to take data from the participants. The researcher then visited the participants to brief them on the purpose of the study. For the interview data, the researcher made arrangement with the head masters the interview session was to be conducted. The researcher personally collected the data at the times of conveniences of the participants mainly for the interviews. The interview session lasted for approximately 40 minutes for participants. Due to the limitation of notes taking during interview where ever information provided by the respondent cannot be captured, the tape recording was also used. This was done with the consent of the respondents.

According to Walliman (2006), audio recording during interviews are necessary so as to retain a full, uninterrupted record of what has been said and also to check against researcher's bias. The qualitative data gathered in an interview from what people say could have limitations in terms of validity. Therefore, in order to understand these limitations, the researcher incorporated observation (Patton, 2009). During the data collection process, the researcher took on the role of a participant observer. This was done to allow the researcher partake in the social world chosen for the study. Marshall and Rossman (1989) stated that "immersion in the setting allows the researcher to hear, see and begin to experience reality as the participants do" (p.

79). Therefore, Gold (as cited in Bryman, 2012) stated that by being a participant observer, the researcher's status is known by members of the social setting.

For the students and parents, the purpose of the study was explained to them after sorting permission from the school authorities and parents respectively. Afterwards, the questionnaires were personally administered to the respondents which were sampled for the study with the aid of four training assistants who were trained in line with the purpose and objectives of the study as well as data collection techniques. The questionnaires were then distributed to the respondents and instructions pertaining to the items were carefully explained to them. The students were given enough time for them to respond to the questions.

3.14   Data Analysis Plan

In analysing the quantitative data, the data was edited, coded and computed statistically. Specifically, right after data collection, the items for each subject were scored and labelled serially to ensure easy identification, errors and easy coding. Afterwards, frequencies were used to check for all errors such as outliers and missing values. The analysis was done using Statistical Packages for Social Sciences (SPSS, version 26). Percentages and frequencies were used to analyse the demographic characteristics of the students.

For research question one which sought to find out the perception of SHS students on their parents' academic involvement, the analysis was done using means and standard deviations. Research question two which sought to find out the perception of parents on the extent to which they are involved in school administration was also analysed using means and standard deviation. Research question four which sought to ascertain the impact of parental involvement in school

administration and students' academic achievement was also analysed using Simple linear multiple regression.

In relation to the interview data that was collected, thematic analysis was employed in analysing it after interview information was transcribed. In the thematic analysis, major issues as raised during the interview were put in main themes so that the analysis of such data would be relatively easier for discussion. Core principles of the thematic approach to qualitative data analysis by Braun and Clarke (2006) were adapted for use in this study. According to Braun and Clarke (2006), thematic analysis is a method for identifying, analysing, and reporting patterns (themes) within the data. It minimally organises and describes your data set in detail. Thematic analysis by Braun and Clarke (2006) had six phases which are familiarising yourself with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report. However, in doing this, the procedure outlined by Braun and Clarke (2006) was not followed. This was because, the researcher used a structured interview guide and had predefined main and sub-themes. Nevertheless, the researcher was able to identify three of the sub-themes that were not predefined. The section here describes how it was done. The sub-themes were identified as "the extent to which the school allows parents to take part in the administration of the school".

(1) Familiarisation with the data

The audio recordings of the interviews were listened to several times for familiarisation purposes. Each participant was given a letter of the alphabet as a code for easy referencing and a numeric code were given to the groups. The code was assigned based on the order in which the respondents were interviewed. The recording

of each interview was typed verbatim. The aim was to preserve originality and ensure that no information was misinterpreted or lost.

(2) Generating initial codes

Coding is part of analysing qualitative data and helps the researcher to think critically about the meaning of the data. Coding, according to Gibbs and Taylor (2010), is the process of examining the data for themes, ideas and categories and marking similar passages of text with a code label so that it can easily be retrieved at a later stage for further comparison and analysis. This process was guided by the general topic of the study; the impact of parental involvement in school administration on SHS students' academic achievement in the AAK District in the Central Region.

(3) Searching for themes

According Braun and Clarke (2006), searching for themes involves sorting the different codes into potential themes, and collating all the relevant coded extracts within the identified theme. Essentially, you are starting to analyse your codes and consider how different codes may combine to form an overarching theme. This stage involves thinking about the relationship between codes, themes, sub-themes, and re-arranging and organising the coded extracts to be meaningful.

(4) Reviewing sub-themes

The model proposed by Braun and Clarke (2006) was adapted to help review the sub-themes. The researcher evaluated and tried to refine the sub-themes instead, since the main themes were predefined. The researcher crosschecked the data and ensured that he had captured the relevant sub-themes, their relevant verbatim examples and codes, and that they were coherent and meaningful and they all had a story to tell.

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(5) Defining and naming sub-themes

According to Braun and Clarke (2006), this stage was necessary in order to define and further refine the themes one will represent for analysis, and analyse the data within them. Again, this process was adapted to the sub-themes. The researcher further reads the coded data and the illustrative extract of the responses and organised them into a coherent whole. The researcher ensured that the names given to the subthemes were concise and immediately gave the reader a sense of what the theme was about.

(6) Producing the report

According to Braun and Clarke (2006), writing the report is an integral part of the analytic process. At this stage the researcher has to make sense of the raw data and present it in a way that it will be understood by others. Again, the analysis was presented in a coherent and logical manner. Also, the write-up provides a sufficient evidence of the themes within the data.

The main themes were selected and included in the final report. This offered the opportunity for the ''selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research questions and literature'' (Braun & Clarke 2006, p. 87). The selections of verbatim extracts included in the final write-up were chosen from the pool of responses based on their detail, clarity, relevance and vividness.

3.15   Ethical Consideration

Gray (2009) insists on the need of the researcher to observe the principle of ethics when conducting research. This is because there may be some danger the respondents may experience or harm if their views are known to their superiors. Furthermore, it is not recommended to violate the right of individuals for the reason

of searching knowledge. Since it is unethical to just move to one's setting and begin your data collection, the researcher in the first place established an informed consent by seeking permission from the respondents and assured them of the confidentiality of their responses and encouraged them to respond willingly and without being forced. They were also assured that their responses would be used for academic purposes only and would not be disclosed to anybody. In conducting the study, the respondents' names were hidden and the respondents were asked to participate willingly. Anyone who was not interested was allowed to withdraw at any time during the research processes.

3.16   Chapter Summary

This chapter discussed the methodology employed in the study. A mixed method approach using the concurrent triangulation mixed method design was used for the study. In this chapter, research approach, research design, population, sample and sampling procedure, data collection procedures and instruments, and data analysis plan that were used in the study were also explained. Validity and reliability in quantitative data collection as well reliability in qualitative data collection were all explained. Ethical consideration in the data collection was also adhered to in this study.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.0   Overview

The main purpose of the study is to assess the impact of parental involvement in school administration on SHS students' academic achievement in the AAK District in the Central Region of Ghana. The chapter four of this research work focused on presentation, analysis and discussion of the responses from the participants of the study. The quantitative data was analysed using Means and Standard deviation, Simple linear and linear multiple regression while the qualitative data was analysed using themes. The presentation of the results was done in two parts, namely; presentation of the respondents' demographic results and the presentation of results to address the research questions. The return rate of the questionnaire was 92% and 96% for the students and parents respectively.

4.1   Demographic Data of Participants

This section emphasised students' head teachers' and parents' responses on their demographic characteristics which included gender and academic programme of students, gender of head teachers and employment status. The summary of their responses on the demographic characteristics is presented in Table 3, 4 and 5 respectively.

Table 3: Demographic Characteristics of Students

	Frequency	Percentage (%)
Gender		
Male	138	44.37
Female	173	55.63
Total	311	100.00
Academic Programme		
Business	64	20.58
General Arts	71	22.83
Home Economics	69	22.19
General Science	62	19.94
Visual Arts	45	14.46
Total	311	100.00

Source: Field study, 2021; N = 311

The analysis of the demographic characteristics of the students as shown in Table 3 shows that out of the three hundred and eleven (311) students used for the study, 138 (44.37%) were males while 173 (55.63%) were females. It was also revealed from the data in Table 3 that 64 (20.58%) of the students were offering Business, 71 (22.83%) were General Arts students while 69 (22.19%) were Home Economics students. Again, 62 (19.94%) were General Science while 45 (14.46%) were Visual arts students. It could be deduced from this result that more female students, and General Arts students participated in the study. Heads' demographic characteristic is presented in Table 4.

Table 4: Demographic Characteristics of the school Heads

Characteristics	Frequency	Percentage (%)
Gender		
Male	1	25.00
Female	3	75.00
Total	4	100.00

Source: Field study, 2021, N = 4

The results in Table 4 show that, out of the four (4) Heads used in the study, 1 (25.00%) were males while 3 (75.00%) were females. Again, it can be inferred from the data that more female heads participated in the study than male heads. Demographic characteristics, Educational and their employment of parents' status are presented in Table 5.

Table 5: Demographic Characteristics of Parents

Characteristics	Frequency	Percentage (%)
Gender		
Male	61	39.61
Female	93	60.39
Total	154	100.00
Employment Status		
Employed	123	79.87
Unemployed	31	20.13
Total	154	100.00

Source: Field study, 2021; N = 154
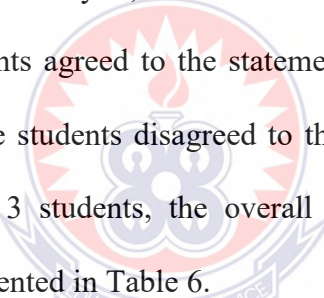
In Table 5, the analysis of the demographic characteristics of parents shows that out of the one hundred and fifty-four (154) parents used for the study, 61 (39.61%) of them were males while 93 (60.39%) were females. Again, in relation to their employment status, 123 (79.87%) were employed while 31 (20.13%) were unemployed.

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4.2   Analysis of the Research Questions

4.2:1   Research Question 1

What perception do the SHS students have about their parents' academic involvement?

This research question sought to find out the perception of SHS students on their parents' academic involvement in the AAK District. To achieve the objective of this research question, students were required to respond to items measured on a four-point likert scale with 1- strongly disagree, 2- disagree, 3- agree and 4- strongly agree where 1 indicates the least agreement to the statement and 4 indicating the strongest agreement to the statements. Means and standard deviations were used to analyse the responses of students. In the analysis, mean values above 2.5 (1+2+3+4/4 =2.5) shows that majority of the students agreed to the statement while a mean value below 2.5 shows that majority of the students disagreed to the statement. To further judge the perception of SHS form 3 students, the overall mean is used. The summary of students' responses is presented in Table 6.

Table 6: Perception of Students on their Parents' Academic Involvement

Statement	Mean	Std. Dev
My parents monitor my studies at home	2.48	1.20
My parents monitor my school performance	2.96	0.90
My parents encourage me to take my studies seriously	2.76	1.04
My parents provide me with material supports	2.65	1.09
My parents allot time for me to do my homework	2.51	0.87
My parents always provide me with emotional support	2.23	1.11
My parents attend PTA and other meeting in my school.	2.68	.61
My parents encourage me to go to school always.	2.83	0.99
There is a constant interaction between parents and my teachers.	2.62	0.84

Overall Mean $= \dfrac{Total\ Mean}{Number\ of\ items} = \dfrac{23.72}{9} = 2.64$ $\qquad$ N = 311

Source: Field survey, 2021.

From the results in Table 6, it can be observed that, majority of the students agreed to seven (7) statements out of the nine (9) statements measuring their perception on their parents' academic involvement. These statements ranging from the highest mean to the lowest means included: "My parents monitor my school performance", "My parents encourage me to go to school always", "My parents encourage me to take my studies seriously", "My parents attend PTA and other meeting in my school", "My parents provide me with material supports", "There is a constant interaction between parents and my teachers" and "My parents allot time for me to do my homework". Judging from the overall mean (2.64), it can be inferred that students have good perception about their parent's academic involvement. This is because the overall mean of 2.64 is greater than the standard mean of 2.5 (1+2+3+4/4 =2.5). The result therefore means that Form 3 SHS students have good perception on their parents' academic involvement in the AAK District.

Similarly, in support of the perception of SHS students on their parents' academic involvement in School administration, these were what the participants (heads) indicated:

> *"I would say parents are allowed to take part in about 70% of the school administration. For instance, parents are allowed to actively participate in their children's academic work where they sometimes visit the school or call teachers to find out the progress of their children's learning. Again, in terms of school functions like PTA meeting and speech and price giving day, the school always sends advance notice to parents to enable them prepare towards the events. When they come too, we allow them to participate in the decisions that we take during the meeting. Sometimes too, when their children misbehave, we first of all call on the parents to come to collectively take a disciplinary measure to correct them"* (Participant A).

Analysis of parents' academic involvement as perceived by participant A, the researcher can say that parents actively involve themselves in school administration in a number of ways including participating in their children's academic work by visiting the school and checking their children's progress, allowing them to participate in decision making at PTA meetings and other functions of the school such as Speech and Prize-Giving Days of the School. The response of participant B is also indicated below:

> *"Generally, our school administration is such that we give parents some chance to be involved. In fact, there are some decisions that we consult them before taking them. We have made them understand that they have about 70% role in their children's academic work and because of this, they sometimes call me to find out the kind of learning materials they need for their children aside what the government has provided. I also think that because of the relationship I have with some of parents, they sometimes call me to check on the welfare of their children whiles they also contact me in case they do not understand anything"* (Participant B).

The participant B was also of the view that parents are allowed to involve themselves in school administration as indicated by the head B with about 70% involvement in schoolvement in school administration

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Another participant also indicated that:

> *"Yes, we allow parents to take part in school's administration especially when it comes to maintenance of school facilities. Some of the parents are concerned with providing the school with learning desks. Our school library we erected recently; we did that with the help of some parents. So, they have been helping in school's administration a lot. One parent even supported the school with electrical sockets and some wiring system in the classrooms behind the school administration block. Aside the support they offer to the school, the school also allows them to take part in the functions or events we organise. Some of the parents are part of the PTA board, maintenance committee and disciplinary committee and they are playing significant roles in improving the status to the school. So, for my school, I allow parents to be part of my administration"* (Participant C).

Another respondent (Head D) also said:

> *"In our school, to some extent parents are involved in the administration of the school. We have allowed some parents to be part of the school committees where they are involved in the planning and management of school projects, school activities and financial matters; rehabilitation of school physical facilities such as classrooms. In such planning, school committees set priorities on academic matters including planning for extracurricular activities and remedial classes. Again, on the issue of academic support of students, parents are committed in providing academic resources to facilitate meaningful learning among students. Parents are also allowed to check on how their children are faring anytime they want to and also make enquiries about the things they are not okay with"* and this has a posive effect on the academic performance of the students. (Participant D).

From the analysis of the Students' and Heads'perception on the parents' academic involvement, the researcher can generalize on both assertions that, the school allows parents to actively involve themselves in the academic work in a number of ways including visiting the school and checking their children's progress, allowing them to participate in decision making at PTA meetings and other functions of the school such as Speech and Prize-Giving Days of the School.

4.3   Research Question 2

What is the perception of parents on the extent to which parents are involved in school administration of SHSs in AAK District?

This research question sought to find out the extent to which parents are involved in school administration of SHSs in the AAK District. In achieving the purpose of this research question, parents were required to respond to items measured on a four-point Likert scale with 1- strongly disagree, 2- disagree, 3- agree and 4- strongly agree where 1 indicates the least agreement to the statement and 4 indicating the strongest agreement to the statements. Means and standard deviations were used to analyse the responses of the parents. In the analysis, mean values above 2.5 (1+2+3+4/4 =2.5) shows that majority of the parents agreed to the statement while a mean value below 2.5 shows that majority of the parents disagreed to the statement. To further judge the perception of parents on the extent to which they are involved in school administration, the overall mean is used. The summary of the responses is presented in Table 7.

Table 7: Parental Involvement in School Administration

Statement	Mean	Std. Dev
The school collaborates with parents to ensure that the students are well disciplined.	2.34	.84
The school allows me to visit the school anytime to see how my child is faring.	3.61	0.61
The school involves parents in the maintenance of school facilities.	2.86	0.88
The school gives parents the chance to participate in school's programmes such as PTA and other meetings.	3.99	0.58
The school involves PTA in the supervision of building projects in the school.	2.62	0.89
The school informs parents on the progress of their children in school.	3.40	0.78
The school implements decisions taken during PTA meeting.	2.36	0.67
The school allows parents to contribute during fund raising in the school.	2.89	0.94

Overall Mean $= \frac{Total\ Mean}{Number\ of\ items} = \frac{24.07}{8} = 3.01$ N = 154

Source: Field survey (2021).

In Table 7, it is shown that, majority of the parents agreed to six (6) statements out of the eight (8) statements measuring their perception on the extent to which they are involved in school administration. These statements ranging from the highest mean to the lowest means included: "The school gives parents the chance to participate in school programmes such as PTA and other meetings", "The school allows me to visit the school anytime to see how my child is faring", "The school informs parents on the progress of their children in school", "My parents attend PTA and other meeting in my school", "The school allows parents to contribute during fund raising in the school", "The school involves parents in the maintenance of school facilities" and "The school involves PTA in the supervision of building projects in the school". Judging from the overall mean (3.01), it can be inferred that, parents have good perception about their involvement in school's administration. This is because the overall mean of 3.01 is greater than the standard mean of 2.5 (1+2+3+4/4 =2.5). The result therefore means that parents in the AAK District have good perception towards their involvement in school administration.

In support of the analysis and the discussons on perception of the parents on the extent to which the school allows them to be involved in the school administration, this was what participart B said:

> *"Generally, our school administration is such that we give parents some chance to be involved. In fact, there are some decisions that we consult them before taking them. We have made them understand that they have about 70% role in their children's academic work and because of this, they sometimes call me to find out the kind of learning materials they need for their children aside what the government has provided. I also think that because of the relationship I have with some of parents, they sometimes call me to check on the welfare of their children whiles they also contact me in case they do not understand anything"* (Participant B).

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Another head indicated that the School allows parents to involve themselves in a number of ways. This was what the participant D had to say:

> *"In our school, to some extent parents are involved in the administration of the school. We have allowed some parents to be part of the school committees where they are involved in the planning and management of school projects, school activities and financial matters; rehabilitation of school physical facilities such as classrooms. In such planning, school committees set priorities on academic matters including planning for extracurricular activities and remedial classes. Again, on the issue of academic support of students, parents are committed in providing academic resources to facilitate meaningful learning among students. Parents are also allowed to check on how their children are faring anytime they want to and also make enquiries about the things they are not okay with" and this has a positive effect on the academic performance of the students"* (Participant D).

From the assertions of both partipants A and D, it could be inferred that the school allows parents to involve themselves including being part of the school committee and setting priorities on academic matters such as plaaning for extracurricular activities, involved management and planning of school project, financial matters and rehabilitation of physical properties such as classrooms as well as being allowed to make enquiries about their children on certain things they are not happy about.

4.4   Research Question 3

What are the areas of involvement do the school allow parents to take part in the administration of the school?

This research question sought to find out the extent to which the school allow parents to take part in the administration of the school. In assessing the views of head masters, a structured interview guide was applied to all head masters and their responses were discussed in line with literature.

4.5 Views of Heads on the extent of involving Parents in School Administration

The overall responses from head masters of Senior High Schools in the AAK District indicated that parents are involved in the administration of the schools. Majority of the head masters mentioned that parents are involved in major aspects of school administration including provision of students' academic supports, provision and maintenance of school infrastructure, enquiring about students' welfare, serving in school boards and committees, and participation in school functions. The following illustrations were made from the data gathered.

One of the head masters indicated that:

> *"I would say parents are allowed to take part in about 70% of the school administration. For instance, parents are allowed to actively participate in their children's academic work where they sometimes visit the school or call teachers to find out the progress of their children's learning. Again, in terms of school functions like PTA meeting and speech and price giving day, the school always sends advance notice to parents to enable them prepare towards the events. When they come too, we allow them to participate in the decisions that we take during the meeting. Sometimes too, when their children misbehave, we first of all call on the parents to come to collectively take a disciplinary measure to correct them"* (Participants A).

Similarly, another Head also had to say this:

> *"Generally, our school administration is such that we give parents some chance to be involved. In fact, there are some decisions that we consult them before taking them. We have made them understand that they have about 70% role in their children's academic work and because of this, they sometimes call me to find out the kind of learning materials they need for their children aside what the government has provided. I also think that because of the relationship I have with some of parents, they sometimes call me to check on the welfare of their children whiles they also contact me in case they do not understand anything"* (Participant B).

Another Head also indicated that:

"Yes, we allow parents to take part in school's administration especially when it comes to maintenance of school facilities. Some of the parents are concerned with providing the school with learning desks. Our school library we erected recently; we did that with the help of some parents. So, they have been helping in school's administration a lot. One parent even supported the school with electrical sockets and some wiring system in the classrooms behind the school administration block. Aside the support they offer to the school, the school also allows them to take part in the functions or events we organise. Some of the parents are part of the PTA board, maintenance committee and disciplinary committee and they are playing significant roles in improving the status to the school. So, for my school, I allow parents to be part of my administration" (Participant C).

Another respondent also said:

"In our school, to some extent parents are involved in the administration of the school. We have allowed some parents to be part of the school committees where they are involved in the planning and management of school projects, school activities and financial matters; rehabilitation of school physical facilities such as classrooms. In such planning, school committees set priorities on academic matters including planning for extracurricular activities and remedial classes. Again, on the issue of academic support of students, parents are committed in providing academic resources to facilitate meaningful learning among students. Parents are also allowed to check on how their children are faring anytime they want to and also make enquiries about the things they are not okay with" and this has a posive effect on the academic performance of the students. (Participant D).

It could be inferred from the samples of responses of Heads that, parents are to a greater extent involved in the administration of SHSs in the AAK District. This is evident from the responses indicated by the head teachers in the interview data above. The analysis of the interview data again suggest that parents are generally involved in areas of school administration including; provision of students' academic supports, provision and maintenance of school infrastructure, enquiring about students' welfare, serving in school boards and committees, and partaking in school functions.

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Furthermore, the quantitative analysis of the extent to which the school allows parents to be involved in school administration as shown in Table 7 also support the views held by the the heads in the SHSs in the AAK District. See Table Table 8 below.

Table 8: Parental Involvement in School's Administration

Statement	Mean	Std. Dev
The school collaborates with parents to ensure that the students are well disciplined.	2.34	0.84
The school allows me to visit the school anytime to see how my child is faring.	3.61	0.61
The school involves parents in the maintenance of school facilities.	2.86	0.88
The school gives parents the chance to participate in school's programmes such as PTA and other meetings.	3.99	0.58
The school involves PTA in the supervision of building projects in the school.	2.62	0.89
The school informs parents on the progress of their children in school.	3.40	0.78
The school implements decisions taken during PTA meeting.	2.36	0.67
The school allows parents to contribute during fund raising in the school.	2.89	0.94

Overall Mean $= \frac{Total\ Mean}{Number\ of\ items} = \frac{24.07}{8} = 3.01$ N = 154

Source: Field survey (2021).

In Table 8, it is shown that, majority of the parents agreed to six (6) statements out of the eight (8) statements measuring their perception on the extent to which they are involved in school administration. These statements ranging from the highest mean to the lowest means including: "The school gives parents the chance to participate in school programmes such as PTA and other meetings", "The school allows parents to visit the school anytime to see how their children are faring", "The school informs parents on the progress of their children in school", "My parents attend PTA and other meeting in my school", "The school allows parents to contribute during fund raising in the school", "The school involves parents in the maintenance of school facilities" and "The school involves PTA in the supervision of building

projects in the school". Judging from the overall mean (3.01), it can be inferred that, parents have good perception about their involvement in school's administration. This is because the overall mean of 3.01 is greater than the standard mean of 2.5 (1+2+3+4/4 =2.5).

The results of the analysis of the qualitative data collection obtained from the headmasters and the quantitative data collection obtained from the parents all point to the fact that parents in the AAK District have good perception towards their involvement in school administration and that the schools them to be actively involved in the administration of the SHSs in the AAK.

The researcher in adding his voice to the views expressed by the two groups of the respondents can infer that the administration of the schools has not been left to the School alone but parents as well and this the researcher believes will have positive effect on the academic achievement of the SHSs in the AAK District as a result of the effective collaboration between the school and the parents.

4.6   Research Question 4

What is the impact of parental involvement in school administration on students' academic achievement?

This research question sought to find out the influence of parental involvement in school administration and students' academic achievements in the AAK District. In achieving the focus of this research question, Simple Linear Multiple Regression was used because, there is one predictor variable (parental involvement in school's administration) and an outcome variable (students' academic achievement). Before the conduct of the analysis, composite scores were calculated with the aid of SPSS to transform the scores for students' academic achievement to continuous variables. Key assumptions such as the dependent variable being continuous and there should be one

predictor variable were fulfilled. The outcome variable was continuous since the items were measured on the five-point Likert scale; 1- Strongly Disagree, 2- Disagree, 3- Agree and 4- Strongly Agree and composite scores were calculated for students' academic achievement. To check for normality, it was observed that the residuals errors are approximately normally distributed as determined by the normal P-P plot (See Appendix G). Homoscedasticity assumption was fulfilled since there was no clear pattern of the regression standard predicted value (See Appendix H). A summary of the simple linear regression to test for the research question at 5% significance level is presented in Table 9.

Table 9: Simple Linear Regression Analysis on Parental Involvement and Students' Academic Achievement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
					Change Statistics				
1	.729ᵃ	.531	.518	10.05059	.531	40.725	1	160	.000

a. Predictors: (Constant), parental involvement in school's administration

b. Dependent Variable: students' academic achievement

The data in Table 8 show that there is a significant strong and positive relationship between the predictor variable (parental involvement in school's administration) and students' academic achievement (R = .729, p = 0.000 <.05). It can again be seen from Table 8 that parental involvement in school administration generally has a strong and positive effect on students' academic achievement and that, the predictor variable (parental involvement in school administration) explains that 53.1% of the variations in the dependent variable (students' academic achievement) with an R-square of 0.531). The results therefore mean that other factors that were not considered in this study accounted for 46.9% in students' academic achievement.

The views expressed by the parents of the SHS on the effect of their involvement and the academic achievement of the students was also supported by the views of the Heads. (See the view of the Head A).

> *"I would say parents are allowed to take part in about 70% of the school administration. For instance, parents are allowed to actively participate in their children's academic work where they sometimes visit the school or call teachers to find out the progress of their children's learning. Again, in terms of school functions like PTA meeting and speech and price giving day, the school always sends advance notice to parents to enable them prepare towards the events. When they come too, we allow them to participate in the decisions that we take during the meeting. Sometimes too, when their children misbehave, we first of all call on the parents to come to collectively take a disciplinary measure to correct them"* (Participant A).

This clearly indicate that parents are allowed to involve themselves in school administration and that their involvement has an impact on students' academic achievements.

Another respondent (Head B) also had to say:

> *"Generally, our school administration is such that we give parents some chance to be involved. In fact, there are some decisions that we consult them before taking them. We have made them understand that they have about 70% role in their children's academic work and because of this, they sometimes call me to find out the kind of learning materials they need for their children aside what the government has provided. I also think that because of the relationship I have with some of parents, they sometimes call me to check on the welfare of their children whiles they also contact me in case they do not understand anything"* (Participant B).

Another Head also indicated that:

> *"Yes, we allow parents to take part in school's administration especially when it comes to maintenance of school facilities. Some of the parents are concerned with providing the school with learning desks. Our school library we erected recently; we did that with the help of some parents. So, they have been helping in school's administration a lot. One parent even supported the school with electrical sockets and some wiring system in the classrooms behind the school administration block. Aside the support they offer to the school, the school also allows them to take part in the functions or events we organise. Some of the parents are part of the PTA board, maintenance committee and disciplinary committee and they are playing significant*

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roles in improving the status to the school. So, for my school, I allow parents to be part of my administration" (Participant C).

Another respondent (Head C) also said:

"In our school, to some extent parents are involved in the administration of the school. We have allowed some parents to be part of the school committees where they are involved in the planning and management of school projects, school activities and financial matters; rehabilitation of school physical facilities such as classrooms. In such planning, school committees set priorities on academic matters including planning for extracurricular activities and remedial classes. Again, on the issue of academic support of students, parents are committed in providing academic resources to facilitate meaningful learning among students. Parents are also allowed to check on how their children are faring anytime they want to and also make enquiries about the things they are not okay with" and this has a posive effect on the academic performance of the students. (Participant D).

This clearly indicates that parents are allowed to involve themselves and participate in school programmes and committed in providing academic support which in the end influence students' academic achievements.

4.7   Discussions of Findings

The discussion of the research findings was done in line with the following themes:

1. Perception of SHSs on their parents' academic involvement.

2. The perception of the extent to which parents are involvement in school administration?

3. The areas of involvement parents are allowed to take part in the administration of the school.

4. The impact of parental involvement in school administration and students' academic achievements.

4.7.1   Perception of SHSs on their parents' academic involvement

The first research question sought to find out the perception of SHS students on their parents' academic involvement. The findings which emerged was that Form 3 SHS Students have good perception on their parents' academic involvement in the AAK District.

The findings of the study agree with the findings of Al-Taneiji (2008) who investigated students' perceptions of parental involvement in their education, forms of parental involvement, and barriers to parental involvement in secondary schools in the United Arab Emirates (UAE). His finding indicated that students had positive and good perception and that parental involvement at their secondary school level motivates them to work hard and to feel that their parents still care about them. Their study further reveals that parental participation in school activities improved the relationship between students and teachers and between parents and their children. The authors' study findings are in agreement with the current study's findings since form 3 students used in the study revealed a good perception of their parents' involvement in their academics and that their parents provide the necessary things to support their academics. These two findings corroborate since they have all indicated good perception among students towards their parents' involvement in their academic work. However, it appears no study has been conducted whose finding contradict the above findings. This indicate the necessity for a study to be extended to other study areas.

4.7.2 The perception of the extent of involvement in school administration as perceived by parents

The second research question also sought to find out the perception of parents on the extent to which they are involved in school administration. The findings from this research question showed that parents in the AAK District have good perception towards their involvement in school administration.

The findings from this research question are consistent with the findings of Guðlaug, (2010) who conducted a study to ascertain how parental involvement at Combretum Trust School in Namibia affects the academic achievement of students. In their study, it was revealed that parents are highly involved in the administration of schools as well as their children's education. The involvement of parents was as a result of their high expectations towards their children's education and their future which enabled them developed good relationship with their child's teachers and the school.

However, the findings of the study disagree with findings obtained from the study conducted by Wulandary and Herlisa (2017) who reported that parents' understanding regarding parent involvement in schooling processes is limited and needs to be improved. The overall findings of the study indicated that parental involvement in schooling processes is low. It was further revealed that the motivation of parents to be involved in schooling processes was related to their own motives, such as merely to fulfil their obligation as a parent in rearing the children.

4.7.3   The areas of involvement parents are allowed to take part in the administration of the school

The third research question also sought to find out the areas of involvement the school administration allows parents to take part. The findings which emerged from this research question is that parents are allowed to take part the following areas including participating in school functions such as PTA meetings, Speech and Prize-Giving Days, participate in the decision making during meetings, being part of school committees where they are involved in planning and rehabilitation of school physical facilities and planning for extra curricula activities. Parents are also allowed to come to the school and make enquiries about their children's welfare and check their children's academic progress. This is in consistence with findings by Martinez (2015) that, parental involvement corresponds to many constructs of school such as engagement, which includes attending parent-teacher conferences, contributing to extracurricular activities, monitoring student grades, imparting parental values, helping with homework, and providing intrinsic and extrinsic motivation and as well as the regular contact of parents with the school to help to increase the regular attendance and academic achievement levels of children.

This is in consonance with Nwangwu (2007) who believed that teaching materials facilitate teaching and learning activities, which result in effective teaching and improved academic achievement. Furthermore, for efficient educational management, facilities help the school to determine the number of students to be accommodated, number of teachers and non-teaching personnel to be employed and the cost determination for the efficient management of the system (Osagie, 2003). Also, the school climate is determined by the resources, especially classrooms under

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which the teachers and students operate which in turn influences attitude in teaching and learning.

4.7.4 The influence of parental involvement in school administration on students' academic achievement

The fourth research question also sought to find out the influence of parental involvement in school administration on students' academic achievement. The findings which emerged from this research question is that parental involvement in school administration has positive and significant impact on students' academic achievement.

The findings of this study are consistent with the findings by Martinez (2015) who reported that students whose parents were highly involved in their academics significantly outperformed those whose parents were not involved based on scores of the cumulative end-of-year District benchmark tests for ELA and mathematics for grade 4. Their findings indicated that parental involvement has a significant effect on the academic achievement of learners.

Similarly, the findings of the study corroborate with the findings of a study conducted in Ghana by Amponsah, Milledzi, Ampofo and Gyambrah (2018). The authors explored the relationship between parental involvement in education and academic achievement of senior high school students in the Ashanti Mampong Municipality of Ghana where their findings indicated a significant positive relationship between parental involvement in school administration and students' academic achievement. Inferring from their results means that an increase in parental involvement in school administration including students' academics increase students' academic performance. These findings are consistent with the findings of this study

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since the study also found a positive and significant impact of parental involvement in school administration and students' academic achievement.

The findings are consistence with positions of some scholars who stressed that the closeness of parents to children can improve their achievements, both academic and non-academic. Kocayörük and Şimşek (2016) established that the positive effect of the good relationship between parents and adolescents can increase student outcomes. In addition, parents' perception of reports provided by teachers about students' growth have a significant impact on parents' involvement both at home and at school. In conclusion, communication/interaction between parents and teachers, a positive school environment and a welcoming atmosphere at the school perceived by parents can improve parent involvement (Patrikakou & Weissberg, 2000).

However, the findings of this current study are in disagreement with the findings on the study conducted by Fareo & Musa (2018) which examined the influence of parental involvement on academic achievement of their wards in schools. Their findings indicated that the junior secondary school students in Hong Local Government performed below average in Mathematics, English and Integrated Science which was as a result of lack of parental involvement. Specifically, it was revealed that students' low academic performance was influenced by parents attending PTA meetings, purchase of recommended textbooks, love of parents to find out about their children friends, attendance of parents in the events that are organized in school, parents asking teachers about how their wards are getting along with their classmates, frequent visitation of parents to class teachers and subject teachers to find out the behaviour of their wards, parents frequent payment of their children's tuition fee as and when due, regular visit of parents to school to verify if their children are in school, parents interacting with teachers on phone to find out whether their children

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attend school, and parents financially support to school project. The current study is in disagreement with the findings of this study since both findings contradict with each other.

Again, the study findings contradict the findings of a study conducted by Kibandi (2014) who investigated the influence of parent's participation in management of public secondary schools on academic achievement in Siakago Division in Embu County. The author's findings indicated that the benefits of parental participation in school management have not been realized in many of the schools, which has been affecting academic achievement. This was evident in the study findings that parents' participation in decision making, school financing, motivating learners and maintenance of physical facilities of the schools affects students' academic achievement in Siakago division in Embu County.

4.8   Chapter Summary

The chapter presented the summary of the results and the discussions of the study. The presentation of the results was done in two two parts namely; presentation of the respondents' demographic results and the presentation that addressed the research questions. Demographic data of participants were done using percentages. Results that emerged from the analysis were that SHS students have good perception of their academic involvement and that parents involve themselves in School administration and these were supported by the Heads who also believed that their involvement has positive and significant influence on the academic achievements of the students.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECCOMMENDATIONS

5.0   Overview

The research was undertaken to assess the influence of parental involvement in school administration and student academic achievement. The objectives used included finding out the perception of SHS students on their parents' academic involvement, explore the perception of parents on the extent to which they are involved in school administration, find out the extent to which the school allows parents to take part in the administration of the school, explore the impact of parental involvement in school administration on students' academic achievement. In pursuing the purpose of the study, the following research questions guided the study:

1. What perception do SHS students have about their parents' academic involvement in SHSs in AAK District?

2. What is the perception of the extent to which parents are involved in school administration of SHSs in AAK District?

3. What areas of involvement does the school allow parents to take part in the administration of the school?

4. What is the impact of parental involvement in school administration on students' academic achievements of SHS students in AAK District?

The study employed the convergent parallel or the concurrent triangulation of mixed method research design where both questionnaires and interview guide were used to collect the relevant data in addressing the research questions formulated for the study. A sample size of 502 was used which comprised of 338 students, 4 heads and 160 parents. In selecting the students, Krecjie and Morgan formulae for determining sample size was used. According to Krecjie and Morgan (1970), a sample

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size of 2,885 students correspond to 338. 160 parents and the 4 Heads were all used for the study. For the students and parents, 311 and 154 questionnaires were retrieved from the respondents respectively.

In selecting the samples, proportionate stratified and simple random sampling techniques were used to select the students while convenience and census sampling techniques were used to select the parents and the heads respectively. In the data analysis stage, descriptive statistics consisting of percentages and frequencies as well as tables were used to analyse the demographic characteristics of the respondents while means and standard deviation were used to analyse research questions one and two. Research question three was analysed using themes since it was qualitative in nature while research question four was analysed using Simple Linear Multiple Regression.

5.1   Summary of the Major Findings

The key findings outlined in consonance with the objectives of the study are as follows:

The first objective investigated how SHS students perceive their parents' academic involvement. The key findings were that that Form SHS students have good perception on their parents' academic involvement in the AAK District.

The second research objective was to find out the extent to which parents are involved in school administration. The key findings that emerged were that parents in the AAK District have good perception towards their involvement in school administration indicating that to a greater extent they were involved in school administration.

The third research objective sought to explore the areas of involvement the school allows parents to take part in the administration of the school. The key findings

were that parents were to a greater extent involved in areas of school administration including; provision of students' academic supports, provision and maintenance of school infrastructure, enquiring about students' welfare, serving in school boards and committees, and participating in school functions.

The fourth objective sought to assess the impact of parental involvement in school administration on students' academic achievement. The key findings were that parental involvement in school administration has positive and significant impact on students' academic achievement.

5.2   Conclusions

Based on the findings of the study, the following conclusions are made:

Firstly, it can be concluded from the findings that parents are involved in the academic work of students since SHS students in the AAK District indicated a good perception on their parents' academic involvement. This is evident based on the responses they gave to the items which were used to measure their perception.

Secondly, it can also be concluded from the findings that, parents are involved in the administration of SHSs in the AAK District.

Thirdly, the study makes a conclusion that, heads of SHSs in the AAK District allow parents to take part in the school administration. It can further be concluded from the findings of the study that parents participate in the major decisions taken by the schools in the AAK District.

Moreover, it can be concluded from the study that parental involvement has significant and positive impact on student's academic achievement.

5.3   Recommendations

In view of the above research findings and the conclusions, the following recommendations are made:

1. Although, the study found that parents are involved in the academic work of SHS students" academic work in the AAK District, it is recommended that parents continue to involve themselves in their children's academic work in order to increase students' performance. This can be achieved by heads admonishing parents to during PTA meetings to continue involving themselves in their children's academic work.

2. The study also makes a recommendation that parents continue to involve themselves in the administration of SHSs in the AAK District.

3. Heads are also encouraged to continue to engage parents in the school administration. This can be achieved by heads or stakeholders in education encouraging parents to see the need to participate in school administration.

4. It is again recommended that parents in the AAK District continue to involve themselves in the academic work of students since parental involvement has positive impact on student's academic achievement. This can be achieved by encouraging parents to sustain their interest in their children's academic work since it can increase students' academic achievements.

5.4   Limitation of the Study

Study limitations are the shortfalls identified after the conduct of the study which in the opinion of the researcher can affect the generalization of the results and valid conclusions. They are constraits placed on the ability to generalize from the results, to further describe applications to practice and/or related to the utility of findings (Price & Murnan, 2004). The researcher also believes that more schools

covering more than one District with sample size larger than the 388 students, 160 parents and four Heads would rather give a more reliable data than the sample size used in this study. That is not to say that, the findings that emerged from the study and conclusions made were not reliable. Apart from the shortfalls identified and reported on, some challenges were also encountered in the course of the study.

The researcher explained each item on the instrument to the respondents and were also assured of the confidentiality of their responses and encouraged them to be honest as much as possible with their responses. However, respondents' responses could still be influenced by their feeling towards the researcher because of lack of cooperation on the part of some respondents which resulted in the researcher wasting a lot of time in some schools.

Furthermore, in the conduct of the interview, some Heads had to postpone the scheduled time for the interview several times and that frustrated the researcher and put a huge stress on the researcher.

5.5   Suggestions for Further Research

To further extend the research on the influence of parental involvement in school administration on student academic achievement, the following suggestions are provided for further studies:

1. The study used SHSs in the AAK District. Going forward, future researchers can consider using SHSs in other Districts or Municipalities in order to obtain a more comprehensive view and deeper understanding of the study variables.

2. Future researchers can also consider using other types of mixed method designs since the study was limited to convergent parallel or concurrent triangulation of mixed method design.

3. Future researchers can consider extending the study to teachers and students in the basic school in the District or other Districts or Municipalities since the study focused on SHS students and their parents.

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APPENDICES

APPENDIX A

Questionnaire for Students

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND

MANAGEMENT

PERMISSION LETTERS TO THE RESPONDENTS

Dear Student,

I am a student of the University of Education, Winneba conducting research to assess the impact of parental involvement in school's administration on student academic achievement in the Abura Asebu Kwamankese District. I humbly seek for your permission for you to participate in this study. The information you will provide shall be used for academic purpose only without revealing your identity. Please try your best to respond to all the questions.

UNIVERSITY OF EDUCATION, WINNEBA
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT
Dear Head Teacher/Parents
I am a student of the University of Education, Winneba conducting research to assess the impact of parental involvement in school's administration on student academic achievement in the Abura Asebu Kwamankese District. I humbly seek for your permission for you to participate in this study. The information you will provide shall be used for academic purpose only without revealing your identity. Please try your best to respond to all the questions.

SECTION A
DEMOGRAPHIC CHARACTERISTICS

1. Gender:
   Male [   ]   Female [   ]
2. Programme of Study:
   Business [   ]
   General Arts [   ]
   Home Economics [   ]
   Science [   ]

   Visual Arts [   ]

   Others (Specify) ……………………………………………

SECTION B

The following table shows the perception of Senior High School students on their academic involvement. Kindly read each statement and then tick the response which best describe how you feel.

(SD = strongly disagree, D = disagree, A = agree and SA = Strongly agree)

PERCEPTION OF STUDENTS ON THEIR PARENTS' ACADEMIC INVOLVEMENT.	SD	D	A	SA
My parents monitor my studies at home				
My parents monitor my school performance				
My parents encourage me to take my studies seriously				
My parents provide me with material supports				
My parents allot time for me to do my homework				
My parents always provide me with emotional support				
My parents attend PTA and other meeting in my school.				
My parents encourage me to go to school always.				
There is a constant interaction between parents and my teachers.				

SECTION C

The following table shows perceptions of Senior High School students on their academic achievement. Kindly read each statement and then tick the response which best describe how you feel.
(SD = strongly disagree, D = disagree, A = agree and SA = Strongly agree)

PERCEPTIONS OF SENIOR HIGH SCHOOL STUDENTS ON THEIR ACADEMIC ACHIEVEMENT	SD	D	A	SA
I made myself ready in all my subjects				
I pay attention and listen during every classroom discussion.				
I want to get good grades in every subjects				
I actively participates in every classroom discussion				
I gain focus when I see technical classroom problems				
I enjoy homework and academic activities because they help me improve my skills and abilities in every subjects				
I exert more effort when I do difficult assignments				
Solving academic problems is a useful hobby for me.				

APPENDIX B

Interview Guide for Headteachers

SECTION A

DEMOGRAPHIC CHARACTERISTICS

Gender:

Male [   ]   Female [   ]

SECTION B: THE EXTENT IN WHICH SCHOOL ALLOW PARENTS TO TAKE PART IN THE ADMINISTRATION OF THE SCHOOL?

How does the school allow parents to take part in the administration of the school?

Probe:

1. How well does the school allow parents to have discussion with the authorities about their children's academic work?

2. How are parents informed when students misbehave at school before they are disciplined?

3. Can you share your experience with me on whether the school makes it possible for parents to call the headmaster/mistress of the school if they do not understand anything?

4. How well does the school involve parents in school meetings such as PTA, speech and price giving day etc?

5. How well are parents involved in providing learning materials i.e. textbooks etc. for their children to learn?

6. Can you share your experience with me on how the school allows parents /guardians to check the general welfare of their children?

APPENDIX C

QUESTIONNAIRE FOR PARENTS

Title: The impact of parental involvement in school's administration on student academic achievement in the Abura, Asebu Kwamankese District

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF PARENTS
1. Gender:
   Male [   ]   Female [   ]
2. Programme of Study:
   No education   [   ]
   Basic Education [   ]
   Senior High School [   ]
   Bachelor's Degree [   ]
   Masters [   ]
   PhD [   ]
3. Employment Status
   Employed [   ]   Not Employed [   ]

## SECTION B: PARENTAL INVOLVEMENT IN SCHOOL'S ADMINISTRATION

The following table shows the perception of Senior High School students on their academic involvement. Kindly read each statement and then tick the response which best describe how you feel.

(SD = strongly disagree, D = disagree, A = agree and SA = strongly agree)

Parental involvement in school's administration	SD	D	A	SA
The school collaborates with parents to ensure that the students are well disciplined.				
The school allows me to visit the school anytime to see how my child is faring.				
The school involves parents in the maintenance of school facilities.				
The school gives parents the chance to participate in school's programmes such as PTA and other meetings.				
The school involves PTA in the supervision of building projects in the school.				
The school informs parents on the progress of their children in school.				
The school implements decisions taken during PTA meeting.				
The school allowed parents to contribute during fund raising in the school.				

APPENDIX D

Normal P-Plot Regression Standardized Residual

Dependent Variable: Students' Academic Achievement
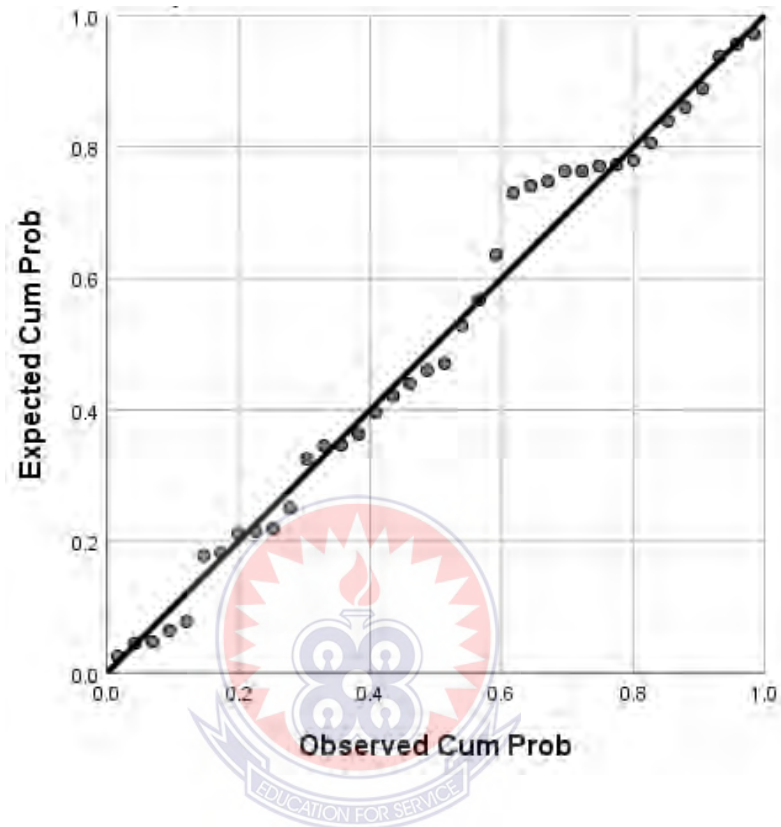
APPENDIX E

Scatterplot

Dependent Variable: Students' Academic Achievement

150