

UNIVERSITY OF EDUCATION, WINNEBA

**PARENTAL ATTITUDE TOWARDS PUBLIC BASIC SCHOOLS IN SEFWI
WIAWSO MUNICIPALITY**

**JOSEPH YEBOAH
(8170140013)**



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**of the requirements for the award of the degree of
Master of Philosophy
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DECLARATION

Student's Declaration

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

Signature:

Date:

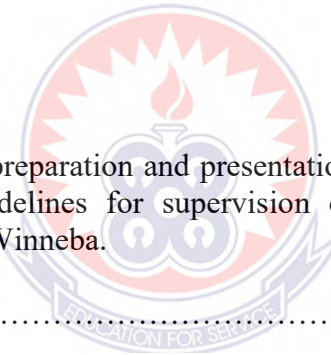
Supervisor's Declaration

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

Name of Supervisor:

Signature:

Date:



DEDICATION

I dedicate this work to my family: Mrs. Juliana Akosua Oforiwa Yeboah, Kwadwo Adu Adjei, Kwadwo Adu Boateng and Adwoa Boadiwah Adu-Yeboah.



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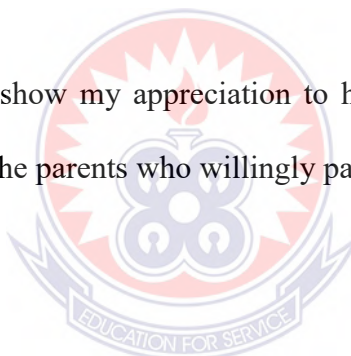


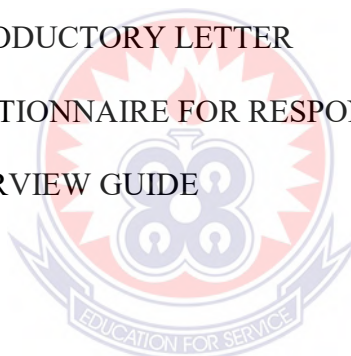
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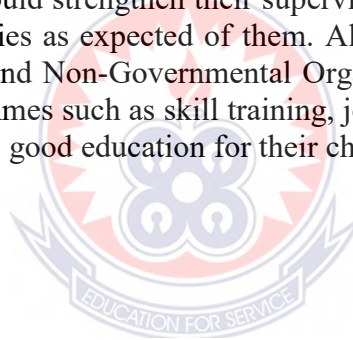
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ABSTRACT

The study investigated parental attitude towards public basic school in Sefwi Wiawso Municipality. It aimed at looking for the reasons why parents who have their children in the public basic schools ignore their responsibilities in educating their children. Mixed method was used in the study. Purposive sampling was used to select the respondents while simple random sampling method was used to select the schools which were used for the study. Questionnaire and interview guide were instruments used to gather data in this study. Simple frequency counts and percentages were used to analyze the quantitative data while the qualitative data was analyzed thematically. Parental involvement in the education of children in the public basic schools in Sefwi Wiawso Municipality was low. Low academic performance of the public basic schools, negative attitude of teachers towards work and misappropriation of funds by school authorities were the key school factors that contributed to the low participation or involvement of parents in the activities of the public basic schools. Low educational level, large family size, marital status, weak economic background and nature of parents' occupation were the socio-economic factors that influenced the lukewarm attitude of parents towards the activities of the public basic schools. Based on the findings, it is recommended that the Parent Teacher Association (PTA) should organise programmes to educate parents on the need to involve themselves fully in the education of their children. Again, the inspectorate division of the Municipal Education Directorate should strengthen their supervision to enable teachers in the public schools perform their duties as expected of them. Also, the government in collaboration with private individuals and Non-Governmental Organisations (NGOs) should come out with policies and programmes such as skill training, job creation, non-formal education to support parents to provide good education for their children.



CHAPTER ONE

INTRODUCTION

1.0 Background to the study

Education is described as engine of enlightenment and escaping poverty. According to Martin and Dowson (2009), education is the total process of human learning by which knowledge is imparted and skills developed. Educated people attain social competence which is a vehicle for social-economic development and transforms society through integration of individuals into the society to achieve self-realization, develop national consciousness, promote unity, and strive for social, economic, political, as well as scientific, and technological progress (Blase and Blase, 2000). Education breeds entrepreneurs, teachers, scientists, agriculturists that propel sustainable development.

In Ghana pre-tertiary education is entrusted to the Ghana Education Service (GES). Ghana Education Service (GES) mandate is to promote quality education. Before, 1975, the supervising body of pre-tertiary education was Ghana Teaching Service but this was changed to Ghana Education Service (GES) on the 9th September, 1975 (Oppong-Frimpong, et al., 2009). The Ghana Education Service is responsible for the implementation of pre-tertiary education policies in terms of supervision, ensuring quality education and harnessing the use of available resources provided by government. The prime aim is to ensure that all school going children are provided with quality formal education and training through effective and efficient resource management to help realize government policy objective, (Oppong-Frimpong et. al, 2009). Ghana Education Service (GES) is also supervised by stakeholders such as the metropolitan, municipal and district assemblies, school management committee, unit committee members and parents.

The relationship between parental involvement in schooling and student learning achievement is not a new concept (Flemmings, 2013). Parents are a child's first teachers, therefore, parental engagement in education is considered to be highly relevant for education. Yoder and Lopez (2013) explain parental involvement as an element in children's education by which children's academic achievement can be enhanced at the same time as positive behaviour is promoted. Parental involvement in schools improves student academic achievement, student attendance of school, and student behaviour at school, as well as leading to increased community support for schools, including human, financial and material resources (Dekker, et al., 1996:154).

Internationally, parental engagement and collaboration between parents and school managing authorities are principles that are vigorously advocated by researchers worldwide (Agbo, 2007; Hands, 2010). However, many factors block parental engagement, either because of a school's actions or parental busyness. Such blocks occur in Europe as well as in developing countries. Parental engagement reflects a range of global perspectives. One of the most common themes is the relationship between parents' involvement in educational activities and student success. Frequently, the most fundamental reason to involve parents in educational activities is students' success; therefore, exploring methods of facilitating parental involvement in children's education has become paramount because the contexts involve various social structures and educational systems. Involving parents in school activities is a real challenge. Hornby and Lafaele (2011, p. 39) model identified barriers such as individual and family factors, child factors, parent-teacher factors, and societal factors as factors that prevent parental involvement.

The principles of family law, expect parents to maintain, protect and care for their children. Parents are required to accept responsibility for the physical and emotional needs of their children and to raise their children in a way to assist them to adapt to society and participate successfully in its activities. Parents are obliged to protect the fundamental rights of their child to education, food, clothing, shelter, and health care. Parents should understand the needs and goals of the school, and their involvement can range from occasional attendance of school functions to membership of parent-teacher organizations and school governing bodies. A parent who sees the school as an instrument for the achievement of his or her children is usually significantly involved in schools (Van Der Westhuizen, 2002:24).

It is widely recognised that if pupils are to maximise their potential from schooling they will need the full support of their parents. Attempts to enhance parental involvement in education occupy governments, administrators, educators and parents' organisations across the developed and developing world. It is expected that parents should play a role not only in the promotion of their own children's achievements but more broadly in school improvement and the democratisation of school governance. The European Commission, for example, holds that the degree of parental participation is a significant indicator of the quality of schooling (Van Der Westhuizen, 2002).

In Ghana, the Government's strategy for securing parental involvement was first set out in Evans Ankomang Committee's report in 1987. (Adu-Gyamfi et al., 2016). The report has three purposes which include (a) providing parents with information, (b) giving parents a voice and (c) encouraging parental partnerships with schools. These purposes include a wide range of activities to enhance parent governor roles; involvement in inspection processes; provision of annual reports and prospectuses; the

requirement for home-school agreements, the provision of increasing amounts of information about the curriculum and school performance. Regardless of government policies, some parents have always been actively involved in enhancing their children's development and educational progress. This spontaneous activity has taken a number of forms including „good parenting“ in the home which provides a good foundation of skills, values, attitudes and self-concept; visits to school to gather relevant information and establish good relationships; discussions with teachers to keep abreast of the child's progress or to discuss emergent problems; and assisting more broadly in the practical activities and governance of the school. The spontaneous activity of parents has been seen as a valuable contribution to children's educational progress and attempts to enhance the involvement of all parents are now widespread. Provision is extensive and involves large numbers of voluntary bodies, parent teacher association, school management committee, unit committee members and traditional authorities (Adu-Gyamfi et al., 2016). A significant number of educational strategies installed since 1990s brought to bear on the reform of school organisation, administration, management and finance, the curriculum, examinations and qualifications and on teaching and learning. The overwhelming strategy is guided by the standards and inclusion agenda. The aim is to increase levels of attainment broadly conceived to include the acquisition of skills, concepts and bodies of knowledge in the curriculum subjects together with the acquisition of attitudes and values conducive to self-fulfilment and good citizenship (Adu-Gyamfi et al., 2016).

This study of parental participation in public basic schools is significant in the context of Ghana. Parental involvement in public basic schools is very limited and little research has been conducted to discover possible criteria for successful implementation. Parental participation in public basic schools is a relatively small

even though government policies and initiatives emphasize the need for parental engagement. Academic interest and research-based studies on parental involvement are still inadequate to guide the government on the steps it needs to take to make its policy successful in practice. Therefore, it is important to find out what parents think and feel about their involvement in public basic schools, how they perceive their role, and the ways in which they could become involved in the interaction. Therefore, the purpose of this study is to explore parents' perceptions of their involvement in their children's Education.

1.1 Statement of the Problem

Public basic schools are found almost in every village, town or city in Ghana. They are schools established and managed by the government to promote formal education for national development. The public schools are better off in terms of resources. This is because the Government of Ghana spends a lot on education in general and public basic schools in particular through the provision of infrastructure, textbooks, capitation grant, school feeding programme and payment of salaries of teachers. Most of the teachers in the public basic schools have professional qualifications and some of them have taught for many years. They therefore have experience in terms of teaching which they can use to guide their pupils to learn effectively and systematically for higher teaching and learning outcome.

However, instead of the parents who have their wards in the public basic schools to supplement the effort of government by providing basic educational needs like exercise books, school uniforms, a pair of sandals, pens/pencil, food and so on to their wards, most of them do not. Others too prefer sending their wards to the private schools where they pay huge sum of money and the pupils are being taught by unqualified teachers some of which are still struggling to pass their West African

Senior Schools Certificate Examination (WASSCE). This attitude contributes to the low performance and high rate of school dropout among pupils in the public schools which in the end brings about social issues like poverty and deviant behaviours in the society.

It is in view of this that this study aimed at examining the reason(s) why most of the parents who have their wards in the public basic schools in Sefwi Wiawso Municipality ignore their basic responsibilities in educating their children.

1.2 Purpose of the Study

The purpose of the study is to uncover the hidden reason(s) why parents who have their wards in the public basic schools ignore their basic responsibilities in educating their children. This is to help find strategies to improve parental involvement in education.

1.3 Objectives of the Study

The objectives of this research are to:

1. determine how parents response to activities involving the education of their children.
2. determine whether there are school factors that influence parents' attitude towards the public basic schools' activities.
3. identify Socio-economic factors that affect parents' involvement in school activities.
4. find out whether teachers make information about school activities available to parents.

1.4 Research Questions

- How do parents response to activities involving the education of their children?
- What are the school factors that influence the attitude of parents towards the public basic school activities?
- What are the Socio-economic factors that affect parents' participation in school activities?
- Do teachers make information about school activities available to parents?

1.5 Significance of the Study

The findings of this research was anticipated to offer advice to all stakeholders of education; school administrators, classroom teachers, curriculum designers, policy makers and professional associations. It would advice the people on the need to participate fully in the education of their children. This is because the full participation of stakeholders in education facilitates or promotes quality education which in the end helps produce useful citizens in the society.

Secondly, the findings of this research work would equally inform and guide decision making of head teachers and the teachers in the public basic schools to improve on parental involvement in educational activities to do away with the lukewarm attitude exhibited by some parents towards the education of their children. This is because the study captured ways of improving parental participation or involvement in the education of children.

Also, it was hoped that the findings of this study would serve as a spring board for further studies. The reason is that the findings could be useful to other researchers

who have interest in studying further into attitudes of parents towards education of children or public schools in the country.

1.6 Delimitation of the Study

The study was conducted in some selected schools (Aboduam R/C basic school, Tanoso M/A basic school, Future Leaders“ basic school, Brightlife School, Boako M/A basic school, Asawinso M/A basic school, Asafo R/C basic school, Wiawso Presbyterian basic School, Paboase M/A basic School and Ahwiaa Anglican basic school. This provided an accurate judgment on the attitude of parents towards public basic schools.

1.7 Limitation of the Study

Limited time that came as a result of my laptop which contained my work that was stolen and insufficient financial resources did not allow a wider coverage of questionnaire administration and interviews for the purpose of this research work. However, with the support of my wife and a friend, I got a new laptop and started the work again.

1.8 Organization of the study

The study was organized in five chapters. Chapter one consists of background to the study, statement of the study, purpose of the study, objectives, research questions, significance of the study, delimitation of the study, limitation of the study and organization of the study.

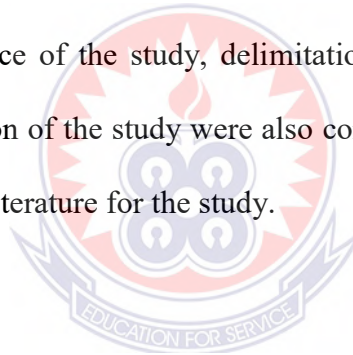
Chapter two reviews related literature. It talks about what other researcher have written about the problem under study.

Chapter three deals with the methodology employed for the study. It comprises research design, population, sample and sampling technique, instrument for data collection, validity and reliability, procedure for data collection, method for data analysis, and ethical issues.

Chapter four presents the results and discussion of the findings of the study and the last chapter which is chapter five covers the summary, conclusion, recommendations and suggestions for further study.

1.9 Summary of the chapter

This chapter was about the introduction which discussed the background to the study, statement of the problem, purpose of the study and objectives of the study. Research questions, the significance of the study, delimitation of the study, limitation of the study and the organisation of the study were also considered in this chapter. The next chapter reviews related literature for the study.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter has reviewed related literature on parental attitude and involvement in schools activities. The second section concentrates on empirical aspect of the literature on the theoretical basis on parental involvement in schools activities.

2.1 The Concept of Attitude

Attitude is derived from the Latin word “actus” which means an act was considered an abstract mental concept (Gall et al., 1996). Cambridge dictionary defines attitude as feeling or opinion about something, Attitude is an individual’s viewpoint and disposition towards a particular object such as a person, a thing, or an idea. Gall, et. al., (1996) maintain that attitude is an individual’s way of reacting to a social phenomenon, and assert that it varies from person to person. Psychologists define attitude as a mental state of readiness to respond to something based on experiences which influence posterior behaviour toward a specific object (Allport, 1935). Allport described attitudes, as the most distinctive and indispensable concept in contemporary social psychology. Attitude can be formed from a person’s past and present. Attitude is also measurable and changeable. Attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour (Eagly and Chaiken, 1993). Ayaaba and Odumah, (2007) perceive attitude as feeling or predispositions towards somebody or something. We either like or dislike something or somebody because of the attitude formed about that phenomenon. Blege (2001) says that it is our attitudes which influence us to select our preferences. This implies that it is our attitudes which influence our behaviour. Similarly, Ayaaba et al. (2012) defined attitude as individual mental and emotional disposition. Kreitner and

Kinicki (2004) define attitude as, a learned predisposition to respond consistently, favourable or unfavourable manner with respect to a given object. Attitude is therefore seen as the mindset of an individual about something or towards another person or an object. This means that the way one thinks about an individual or something reveals his /her attitude towards that person or that thing. Hogg and Vaughan (2005) also added their voice that attitude is a relatively enduring organization of beliefs, feelings, and behavioural tendencies towards socially significant objects, groups, events or symbols. Attitude can be described in terms of affective, behavioural and cognitive components.

Attitude however, can be positive or negative. A positive attitude is a disposition of optimism and encouragement. A person with a positive attitude holds the belief that the outcome of all life's situations can be ideal for everyone involved. A positive attitude requires gratitude for the way life is currently unfolding. Positive thinkers learn and grow from their mistakes and do not ignore problems when they crop up. Instead, they face the problems head-on and do something productive to change the outcome (Ayers, 2017).

A positive attitude can impact every aspect of your life. People who maintain a positive approach to life situations and challenges are able to move forward more constructively than those who become stuck in a negative attitude. One's mental and physical health can be improved by learning how to hold a positive state of mind. (Ayers, 2017).

Negative attitude on the other hand is a disposition, feeling, or manner that is not constructive, cooperative, or optimistic (Ayers, 2017). People with a negative attitude ignore the good and pay attention to the bad in people, situations, events, etc. For

example, when a guy has so much power, wealth, and influences with great luck; but still complains and goes on a rant, that person has a negative attitude. In contrast to a person with a sunny, positive outlook on life is the person who has a negative attitude. A person with a negative attitude may be disagreeable, withdrawn, hostile or simply pessimistic. Therefore, we may understand attitude as a determining acquired tendency in a certain way towards a specific object or a class of object to the condition prevailing in the environment (Mangal, 2009).

2.1.1 Components of attitude

Krietner and Kinicki (2004) identify three main components of attitude as affective, cognitive, and behavioural. The affective component of an attitude contains the feelings and emotions one has about a given object or situation. For example, how does one feel about people who frequently smoke in public? If one feels angry with such person, one is expressing a negative affect towards such people. The affective component is when someone becomes neutral and if one is indifferent about people who smoke in public. The cognitive component of attitude has to do with what one thinks about people, situations or objects. For instance, the way one thinks about a particular kind of behaviour emanates from one's attitude. The cognitive component reflects the beliefs or ideas that one has about a particular thing. For example, does one believe that using code mixing throughout communication is a healthy practice? The answer to this question constitutes the cognitive component of one's attitude. The third component of attitude is behavioural. This refers to how the individual tends to act, or is expected, to act towards something or someone. For instance, how does one respond or act towards people who always use code-mixing when they are communicating, if one were the recipient?. It is believed that one's ultimate behaviour in this situation is the function of all three attitudinal components.

In other words, if one does feel angry with people and therefore take their children to different school, one sees the affective component; if one believes that taking children to a particular school helps learners to learn better, (the cognitive); and if one observes that one has no intention of confronting people who take their children to a particular school, it is behavioural. Doing something like educating a child depends on the degree to which a person has a favourable or unfavourable evaluation or appraisal of education. The perceived social pressure to send a child to a particular school or not also determines the attitude one adopts towards the school. This means that our attitudes are the part of us that directs us to prefer one thing or reject it. Our attitudes come to play when we choose friends, when we become hostile to people who are members of a political party we do not belong. Attitudes influence our behaviour at work place; whether we put in maximum effort and time or not. Attitudes affect the behaviour of an individual.

It would be very good for someone to know the distinction between attitudes and values since the two concepts have, more often than not, been used interchangeably. Attitudes affect behaviour at different levels while values represent global beliefs that influence behaviours across all situations, attitudes relate only to behaviour directed at specific objects, persons or situations (Kreitner and Kinicki, 2010).

These components are usually linked. However, the cognitive and affective components do not always match with behaviour because sometimes people have some mindsets or feelings about someone or something but they do not behave as such. They rather pretend and exhibit different behaviours that do not match their feelings or mindsets. There is no need to deny the fact that the components mentioned above might be difficult to notice since people may have difficulty recognizing where attitudes stem from (Wittenbrink and Schwarz, 2007). These so-called implicit factors

of attitudes can be caused by bias feeling and differences in contexts. This is an issue which makes it difficult to reliably understand the issues which affect attitudes.

2.2 Parental Involvement in the Education of Children

Defining parental involvement in children's education is difficult since it varies in respect of the area or community in which the researcher lives. This has resulted in several literatures on what parental involvement is. Gonzalez (2011) defined parental involvement as a combination of commitment and active participation on the part of the parent to the school and the child. Anyikwa and Obidike (2012) describe parental involvement as the participation and support of parents at school and in the home, which directly and positively impacts the educational performance of their children. It is the provision of curricular and co-curricular support by parents to promote effective learning for their school children. Parental involvement entails seeing parents as active collaborators in their own children's learning and development and well informed about their children's school lives and clear about the ways in which they can work with the school (Williams and Ullman, 2002). According to Chan (1995, 19), "parental involvement is not something that is „done“ to parents". It is rather what parents and the school do collectively and collaboratively to ensure adequate and effective policy making and implementation to ensure good discipline, funding, facilities and staffing for the success of children. Myeko (2000:12) refers to parental involvement as a process through which parents meaningfully participate in the various educational activities of their children. Nye, Turner and Schwartz (2006) define parental involvement as "the effective engagement with their child outside of the school in an activity which centres on enhancing academic performance". They emphasise activities out of the school, such as trips to the zoo where the child is learning something, or when parents play games with their children.

Parental involvement in school activities is divided into parental support and participation (Vandergrift and Greene, 2001). Parental support includes things such as encouraging the student, being sympathetic, reasoning and understanding. On the other hand, parental participation relates to “doing something that is observable”. Parental participation therefore, describes a wide variety of parental behaviours which take place both at home and the school. These include working in the children’s canteen, fulfilling children’s basic needs, providing clerical support for teachers, attending school social activities, helping with homework, making decisions on the nature of the curriculum, amongst others. Combination of parental support and parental participation is what makes an involved parent (La Bahn, 1995).

Parental involvement activities exist along continuum that extends from home-based activities to school-based activities, which brings about home-school collaboration (Shores, 2004). Home-based continuum relates to reviewing report cards, ensuring school attendance, and monitoring homework. Shores” (2004) use “limited capacity for involvement” to imply that some parents do not have the ability, resources or time for more involvement, and that these activities are not as important for children’s success. In the middle are traditional at-school activities, such as attending parent-teacher conferences or meetings and volunteering. At the other end are more collaborative at school activities, such as planning classroom activities with teachers and participating in policy-making activities.

To Epstein (1995:128), parents can support their children’s school success by providing a home environment that fosters readiness to learn, by rearing children in positive ways, providing them with healthcare and nutritious meals, and ensuring regular school attendance (Becker and Epstein, 1982; Eccles and Harold, 1996).

Grolnick and Slowiaczek's (1994) model of personal resources relates to parents' resources which include behavioural resources described by Epstein as well as also personal resources, such as parents' positive attitude, caring, and expectations regarding the school and learning. Dollahite et al. (1998) added home-school communication to parental involvement. Parent-teacher conferences are the most typical form of communication between home and school (Becker and Epstein, 1982; Shores, 1998). These conferences provide an opportunity for parents and teachers to discuss students' progress, problems, and inform teachers of family experiences that may support learning.

Home-school notes are another effective way for teachers to communicate with parents (Becker and Epstein, 2000). Teachers may also send student folders home that contain work for parents to review or know about school activities (Becker and Epstein; Eccles & Harold, 1996). Another communication strategies include parent observation in the classroom to see how instruction is conducted, and parents' collaboration with the teacher to plan classroom activities (Moles, 1993).

Parental volunteering is the third form of parental involvement. Parents help and support schools by volunteering in classrooms, attending sporting events and concerts, and helping with fundraising activities (Eccles and Harold, 1996). During volunteering, teachers can discuss and talk to parents about children progress, or important school information (Epstein, 1987). Parents' presence at school strengthens school programmes and lets children know that school plays an important role in their lives. Families and communities who take up children's education are those who consistently demonstrate good parenting skills, communicate with the school staff, volunteer their time in the school, play an active role in school-related decision-

making, and regularly collaborate with the school community (Hara and Burke, 1998).

Empirical evidence suggests that parental involvement affects all levels of academic achievement, including children's test scores and homework compliance. Jeynes (2003) asserts that parental involvement positively affects the academic achievement of minority children, as well as facilitating better social skills, improved behaviour, completed homework assignments, and continued education. Furthermore, Jeynes (2003) examined specific components of parental involvement and found that parental involvement that are less visible, such as parenting style and the expectations one have for child's achievement, had a greater impact on positive educational outcomes for children than some of the more visible aspects of parental involvement, such as having rules, and parent attendance and participation at school functions.

Parental involvement in education therefore, refers to parents' participation in the process of educating children. It is the interrelationship between parents, teachers, learners and the community at large, in order to motivate, support including curriculum support, helping children with homework, encourage them to participate more actively in school activities, by creating a positive home school environment. The above means that parental involvement in school activities is a shared responsibility, in which the school, parents, other community agencies and organisations are committed to becoming involved in meaningful ways, to actively support children's learning and development (Ngwenya, 2010:17).

2.2.1 The Nature of Parental Involvement

Various studies have shown that parental involvement in children's education decreases as the child becomes older (Sirvani, 2007; Richardson, 2009). For instance,

Henderson and Mapp (2002), show that parents of elementary school children are more likely to be involved with their children's education than parents of children in secondary schools. Senler and Sungur (2009:46) find significant difference between self-concept, task value and parental involvement among children in primary school and those in secondary school. They also confirmed the assertion that as children grew older, parental involvement declined.

National Center for Education in the United States revealed that parental activity and involvement decreases the older their children become (Sirvani, 2007). For example, between 1996 and 1999, 86% of parents with children in primary schools in America had at least one meeting with their children's teacher, while only 50% of parents with children in secondary school had at least one meeting with the teacher. As has been indicated above, the nature of parental involvement in the Vhembe District of Limpopo decline because parents are not actively involved in their children's education. Sirvani (2007) report showed that regardless of family income or background, children with involved parents are more likely to:

- earn higher grades and test scores, and enroll in higher-level programmes.
- be promoted, pass their classes, and earn credits.
- attend school regularly.
- have better social skills, show improved behaviour, and adapt well to school.
- graduate and go on to post-secondary schools.

Willis (1986) identified causes of children drop out from secondary school to be poverty level, academic performance, attitude towards school, school attendance and family support. Moreover, children whose parents are involved in their schooling have higher aspirations for obtaining a bachelor's degree (Miedel, 2004). Rumberger

et al. (1990) found that students who dropped out from school parents rarely attend school functions or assisted their children to complete homework. In addition, these parents are not likely to punish their children for making poor grades.

Epstein (2001:92) model discusses how children learn and develop through overlapping “spheres of influence”: the family, school and community. These three spheres must form partnerships in order to best meet the needs of the child.

The model discusses six types of involvement based on the relationship between the family, school, and community. These are parenting (skill), communicating, volunteering, learning at home, decision making, and collaborating with the community. He emphasizes that all these need to be included in order to have successful partnerships.

Hoover-Dempsey and Sandler’s (1995:74) identified three factors that contribute to the decision to become involved as role construction, self-efficacy and invitations. The second level comprised of factors that contribute to the parents’ choice of involvement activities. The new version of the model (Walker et al., 2005) combines the two levels into one level consisting of three factors of which are:

- (1) Parents’ motivational beliefs, including role construction and self-efficacy;
- (2) Perceptions of invitations from others, including invitations from the school, teacher and child; and
- (3) Perceived life context, including time, energy, skills and knowledge.

The lowest rates of parental involvement are found in economically disadvantaged, less-educated and ethnic minority families (Ho, 2002). In one study, 209 children, their mothers and their 28 teachers rated the mother’s involvement at school and home. Parent, teacher and child rating scales measured how frequently parents

attended school events, such as parent-teacher conferences/ meetings and activities. Parent and child rating scales described the parent's cognitive involvement with her children education, such as going to the library and talking about current events. Finally, parent and child rating scales described the parent's knowledge about her children's school activities, such as knowing what they do in school, their teachers and who their friends are. Results showed significantly less involvement at school and with home activities by parents of a lower socio-economic status and single-parent mothers than by parents of higher socio-economic and married parents (Grolnick et al., 1997:7cited in Mawuleke, 2014).

The Harvard Family Research Project (HFRP) (2006) believes that children must have a range of learning environments available to them, or complementary learning. Such learning environments include family, early childhood programmes, schools, out-of-school programmes and activities, libraries, museums, and other community-based institutions. The complementary learning provides a link between consistent learning and development.

Cotton (2001) argued that the most effective form of parental involvement is when parents work directly with their children. Programmes that show the most effective results include tutoring, doing homework with children, and reading with children. These active forms have greater impact on achievement than passive forms of involvement. The book also shows that when parent intervenes in children's education at an early stage, it improves child's educational process. According to a study conducted by Reutzell and Cooter (1996), parental involvements were shown to increase when choices were provided to the parents. The schools that offered a variety of ways for parents to get involved had an increased effect on student achievement. Giving parents various methods or activities in their children's lives

increased the willingness of parents to become involved. This increase in parental involvement has been shown to have a consistent, positive relationship with students' achievement and development at school.

To summarise these, parental involvement in schooling is seen as an old education management phenomenon which covers all that parents do to help educate their children. These actions or roles that parents play to help educate their children take place both in the school and at home. Parental involvement takes the form of; creating conducive learning environment for the children, providing learning materials for children, making sure children go to school regularly, providing financial support to both children and the school, paying regular visit to children's school, getting involve in decision making in school through attendance of meetings, helping children to do their homework and study at home, helping in disciplining the child etc.

2.2.2 Effects of Parental Involvement towards the Education of Children

Due to the immeasurable role parents play in the academic achievement of pupils or students, many scholars have come out with their views on the impacts of parent's active involvement in their children's education. Some of the views expressed by scholars on the effects of parental involvement in education have been captured below.

Van Deventer and Kruger (2009) as cited in Gwijja (2016), stated that, enhancement in school academic performance, reduced dropout rates, a decrease in delinquency, and a more positive attitude towards the school are the benefits of parental role in education. They further stated that parental involvement has a significant effect on the quality of learners' experience of teaching and learning in the school, and on academic results. Parental involvement in education has consistently been associated with school

success in a multitude of areas such as better achievement and behaviour, lower absenteeism, and positive attitudes towards school (Hayes, 2012). The students perform better in school socially and academically when schools reach out to parents and communities. Additionally, effective parental involvement makes a school to get a more positive image in the community, and a better relationship with the community (St John et al, 1997).

Parent's involvement has a natural role on children during examination periods, building a child's self-esteem, providing support in schoolwork, monitoring homework, visiting the school and attending parent-teacher meetings and sporting activities (Gwija, 2016). This is in agreement with Shumane (2009:32) who states that parents can make a consequential contribution to school activities, especially in those activities that fall outside the expertise of education. For instance, a parent who is a lawyer may represent a child's school in a court case, or in the drafting of school contracts between the school and other parties. Parents who attained high qualifications or higher degrees and reside in the community close to the school may be invited to the school to provide assistance using their respective experience and knowledge to boost teaching and learning. This may contribute to the achievement of a higher pass rate in the school. Other parents who do not have specific qualifications or higher degrees can help the school using their manual skills in maintaining school buildings, working in the school garden, among other tasks that will benefit the school.

According to Mmotlane et al., (2009:527); Taliaferro, DeCuir-Gunby and Allen-Eckard (2008:278), there is considerable evidence regarding the significance of the parent-school partnership as a strategy to complement good quality teaching and learning. Loera et al. (2011:133) sustain this argument when stating that, "Parental

involvement is a critical factor in increasing student academic achievement.” Also, Mmotlane et al. (2009:527) state that there is a need to increase parental participation in order to improve children’s quality of education and this is in line with the South African Schools Act, No. 84 of 1996 that promotes the parent-school collaboration policies, while also acknowledging and authorising the role of parents in school governance.

Also, parents help raise school funds and serve as classroom volunteers. Parents could develop a „neighbourhood watch“ committee for the schoolchildren who walk to and from the school. Parents may champion school special events; work on projects such as helping Grade 12’s revision in high impact subjects such as English, Mathematics, and so forth (St John et al., 1997). The formation of parents’ clubs could be beneficial to the school. Clubs such as „Dad’s clubs“ for renovating or repairing the school’s physical environment; and „Mom’s clubs“ for painting create a suitable teaching and learning environment for their children (Gwija,2016). As a result, the acknowledgement of the parents’ role at school may result in the increase in students’ academic achievement.

Lack of parental involvement is the biggest problem facing public schools. Children’s education is influenced by many factors. Browne and Gordon (2009:46) indicate that the essential partnership for guiding young children is between the family and the teacher and must be thoughtfully considered. Bronfenbrenner (1997:16) called this network the “ecology of development”. Lack of necessary parental care and attention are the main factors contributing to the subsequent rise in school drop outs, teenage pregnancy, and juvenile delinquency (crime among children). The absence of parental instruction causes children to develop irreversible behavioural and emotional problems.

From the above discussion, it is evident that the parents' involvement in child's education is important in determining academic achievement of the child. This means that, the positive the attitude of parent towards child's education which is exhibited through their active participation, the higher the academic achievement. In support of this view, Anyikwa and Obidike (2012), report that for children to maximize their potentials from schooling, they need the full involvement of their parents. Morrison (2007) also notes that parents' involvement in children's learning positively affects the children's performance at school. Similarly, Kindiki (2009) observes that when there is adequate parental involvement in children's education, an increase in the children's academic motivation makes achievement to be observed. When schools and parents work in partnership, students realize that people who take care of them in both environments are investing and coordinating time and resources to help them succeed. Studies have also established a direct and positive correlation between parental involvement and academic achievement or motivation (Crozier and Reay, 2005; Henderson and Berla, 1997). This makes it clear that, the education of children demands a greater influence and participation of parents and so, to make children's education fruitful, parents cannot be left out in the process.

2.2.3 Determinants of Low Parental Involvement in Education.

There are many reasons from the perspective of parents and the school for this low or lack of involvement of parents in education. Parents do show low level of involvement or negative attitude towards children's education when they feel threatened as the school work becomes more advanced (Eccles, 1993:44). Brown (2007:32), indicated that in black South African schools, especially in rural areas, contextual factors that hamper parents' involvement in their children's education are illiteracy, curriculum changes, lack of time, school climate, urbanisation, health

problems, economic factors, attitude and the attitude of educators, including management.

Siririka (2007:65) indicates that as many African parents cannot read and write, helping children in formal education remain a problem for some of them. Also parents may also find that the methods used to teach various subjects are different from those that they experienced. They may sometimes feel that they will frustrate or confuse their children.

The next reason concerns the lack of understanding of non-traditional families by the school system. The non-traditional family is struggling to deal with many factors that affect every member of the family. If there has been a divorce or death in the family, there has probably been a change in the financial standing of the family which the school may not being sensitive to this change, the student/family could be embarrassed. The very nature of the family structure is in a state of change, causing confusion and insecurity (Duncan, 1992:30).

"Schools must understand that lack of participation by parents does not necessarily mean they are neglecting their responsibilities. Parents often do not feel welcomed at school. They feel that what they may have to offer is unimportant and unappreciated. Also, parents may believe that they have no knowledge that the school is interested in knowing. This is especially true when the parent may not have a great deal of education" and a change in curriculum (Dixon 1992: 23). It is also possible that parents do not have a great deal of interest in the education of their children because they may not feel that education is important.

Another reason for lack of parental involvement is embarrassment. The parents may be illiterate or unable to speak English. This could make communication difficult, if

not impossible. Another source of embarrassment is memories of the parent's failure in school. Such parents will not have much desire to return to a place that only served to remind them of their own failures (Brink and Chandler, 2007:56).

For many parents, a major impediment to becoming involved is lack of time. Working parents are often unable to attend school events during the day. In addition, evenings are the only time when parents can spend time with their children, and they may choose to spend time with their family, rather than attend meetings at school. For many apparently uninvolved parents, school was not a positive experience and they feel inadequate in a school setting. Parents may also feel uneasy if their cultural style or socio-economic level differs from that of teachers (Greenberg, 1989:70). Some parents who are uninvolved in school may not understand the importance of parental involvement or may think that they do not have the skills to be able to help, and there are even parents who hesitate to become involved for fear of overstepping their bonds. It is the responsibility of teachers and administrators to encourage such parents to become involved.

Communication gap between the school and parents is a key issue when it comes to parental involvement in the school as an institution. Schools and their teachers have the potential to nurture or inhibit fruitful connections between parents and teachers. Some parents are wary of overstepping some unwritten mark in terms of their relations with teachers (Williams, William, and Ullman, 2002:32, cited in Desforges and Abouchar, 2003:43). This causes frustration and confusion for parents (Desforges and Abouchar, 2003:5). There are teachers who feel that their work must be protected against unwarranted intrusions from parents. Such teachers invite parents only when there is a problem. Ingram (2007:15) notes that parents are not motivated to participate in school if they are unaware of their right to ask about their children's

education. It is little wonder that many low Socio-Economic Status parents find home-school contacts empty, contrived, unsubstantial and awkward (Henry, 1992:23, cited in Desforges and Abouchaar,2003:46).

The degree to which parents see a role for themselves in their children's education and the extent to which they feel confident enough to participate may constitute a barrier. Mncube (2008) indicated that illiterate parents are unable to keep abreast of new challenges in education and tend to delegate their responsibility to the school principals, thus becoming passive participants. Parents are sometimes, however, capable of doing a better job of teaching their children than what the teachers can.

As indicated above, poverty also presents unique barriers to traditional forms of parental involvement. Low socio-economic status and attitudes of parents can deprive their thinking. Desfoeges and Aboucher (2003:43) reveal that in the UK, low income is often associated with material deprivation, which in turn affects the impact of parental involvement on student achievement and adjustment.

Parhar (2006:2), citing a number of sources, asserts that negative attitudes and behaviours of teachers in relation to disadvantaged parents impact negatively on efforts to involve such parents, thereby further marginalising them. Ingram (2007:16) also decries school personnel's negative or condescending attitudes towards parents. Such attitudes cripple efforts aimed at increasing parental involvement. Desforges (2003:41) confirms that many parents feel put off by the way in which some teachers treat them. The teachers' attitudes may be a result of inadequate training in respect of parental involvement.

Work schedules, lack of transportation and lack of child care may prevent families from attending school events (Hill and Taylor, 2004:40). Parents may also be

reluctant to participate in the decision-making of the school governing body as the result of limited education.

Critically, lack of parental involvement and resignation of some members from the school governing board are theoretically representative of some factors that need to be addressed. Chindanya indicates that the lack of material and other resources also impact negatively on parental involvement. He quoted Magara (2005, cited in Siririka, 2007: 28), who indicated, in respect of the Ugandan situation, that some parents are so poor that they cannot provide essential facilities for their children. A study by Nistler and Maisers (2000:15) found that schools have to remove the barriers to parents' participation in order to increase parental involvement.

2.2.4 Enhancing Parental Involvement in Schools

School managers can develop strategies that will help to enhance parental involvement in their children's education. The following suggestions are given in the guidelines for parent's participation policy by Butler (2008:1). The school governing body can be encouraged to negotiate in terms of their work or work requiring their appraisal; they can be encouraged to participate in classroom management and organisation through a teacher's component at class level and through school-based discussion groups.

For effective parental involvement in the decision making process, there is a need to develop appropriate skills and knowledge by parents to participate in the decision making process to assist in analyzing information, plan, negotiate, communicate and find solutions in collaboration with others. Hanke (2006:48) indicates that lack of parental involvement is often due to the lack of helpful information. Parents are the people to whom a service is being provided and therefore, they are the major

stakeholders in the school, hence the school managers should involve them in the daily management of school activities. The sociological perspective, which focuses on the interplay between schools, families and the community at large, gives a better explanation of the socio-economic gradient that combines “demand” and “supply” factors (Azzam, 2007).

Firstly, the school managers have to establish an executive committee from the school governing body. This school governing body should be elected solely by parents, with mandate to run the school. Van Schalkwyk (1988:89) indicates that in the Transvaal, such a committee consisted of eight members, of which four were parents. For instance, South African School Act no. 84 of 1996, specifies that majority of the members of the school governing body should be parents. Van Schalkwyk (2010) states that in the past, the statutory parent body constituted a management council. The body had certain powers given to it by the Act, hence the term statutory, and was functional in most traditionally white schools, but was not well established in black schools. In South Africa, during the pre-democratic era, allowance was made for two types of formal parental involvement: a statutory body (usually school committee) and a non-statutory body (parent-teacher association) (Magreth, 2007:30).

Baloyi (2006) indicates that with regard to parents, the White Paper (1995a:21-23) highlights the fact that “the principles of democratic governance should increasingly be reflected in every level of the educational system, by the involvement in consultation and appropriate forms of decision-making of elected representatives of the main stakeholders, interest group and role players. This is the only guaranteed way to infuse new social energy into the institutions and structures of the education and training system. This is to dispel the chronic alienation of large sectors of society

from the educational system, and reduce the power of government to intervene where it should not (Avvisati et al., 2010).

Secondly, the school managers can develop special skills among the parents, and these can help in the running of the school. For example, there could be an accountant who can help in the management of school funds. A psychologist might be needed to examine learners with learning difficulties. According to Ratcliff and Neff (1993:91), parents can be recruited as individuals, whereby the school managers make face-to-face contact with the parents and request them to come and help the school. The recruiter first indicates the area that needs parental involvement and then explains to the individual the areas of possible involvement, in order to arouse their interest. The recruiter may also communicate to parents through telephone calls or writing letters to them.

School managers can also organize different types of events where they can meet parents. Today, local issues are being presented at funerals, churches, community meetings, saloons and even at pay points, so it will be convenient to use these locations as an opportunity to meet parents. Lydia et al (2010:10) support this assertion by indicating that sometimes, when families cannot come to the school, the school has to go to the families. Meeting parents in other settings can provide an informal way of building a relationship with parents which will indicate dedication and commitment on the part of the school managers. Simango quoted McSweeney and Alexander (1996: 71), stated that another way that has been found to be very useful and successful in improving parental involvement is to organise people into groups, such as classes, where prospective parents are addressed together before they can take decisions regarding whether or not to volunteer. At this meeting, the coordinator can clearly explain the school's need and expectation from parents. These

groups of parents may be organised into a conference meeting where experts address the audience on aspects of parental involvement benefits and demands. School managers may organise workshops where parents are informed about the concept of parental involvement or volunteering.

Fuller (2007) suggests that although educators recognise the link between parental involvement and children's success, they tend to value only certain forms of support and fail to recognise other equally important elements. Grossman (1999:43) argues that even student teachers often report that their cooperating teachers have attributed children's problems in school to the non-caring attitude of parents.

School managers also need to establish a clear communication channel and collaboration with parents to enable schools to communicate with parents about school activities and be able to give feedback (Hill, 2001:56; Maluleke, 2014).

It is important for school managers to remember that their goals are similar to those of the parents except that they are addressing it from different directions. Therefore, teachers need to plan for the tone of their first meeting with parents. A common trend in the literature is that the education professional needs to remain calm in words, movement and facial expressions (Whitaker and Fiore, 2001:21). It is also advisable to provide short courses that will deal specifically with parental involvement, in order to equip educators with the required skills to deal with parental involvement.

The Norms and Standards for Educators" (RSA, 2000) document make provision for educators to engage parents for 80 hours a year in some form of professional development. In addition, the Sector Education and Training Authority should design courses to provide leadership training for parents for the re-skilling and upgrade.

Although educators are professionally qualified, parental involvement training programmes are required to cope with the current environment.

A symbiotic benefits can be derived if both parents and teachers learn to be partners and more accurate in what they say, and communication. Muir (2012) supports this by saying that teachers should have a friendly smile, use welcoming posters, and show respect to parents. Having good communication may also assist educators and school managers to deal with angry parents. When confronted by an angry parent, teachers should hide their own nervousness by lowering their voices and moving towards the parent, looking him or her straight in the eyes (Whitaker and Fiore, 2001:72).

2.3 Parent as a Stakeholder in Education

Educational policy in almost every country has increasingly emphasized the importance of expanding educational opportunity as a means to promote democracy, foster economic development, and reduce high levels of social inequities (Rivarola, 2000). Following the lead of other Latin American nations, Paraguay has attempted to promote decentralization, with an emphasis on community and parent participation, as a means to improve educational access and outcomes, particularly in rural communities (Antunez, 2006). The rationale for increased parental participation stems from perception of parents as responsible partners in achieving higher learning outcomes for children (MEC, 1994).

Examinations of parental participation across multiple contexts have often revealed partial successes, in which parents become involved in some ways with their schools but not in others. Investigations of how parents participate have revealed important trends in parent-school relationships, but these studies have often overlooked the question of why parents participate in the ways they do, particularly from the parents’

perspective (Anderson and Minke, 2007). This question becomes especially important for understanding the partial success of parent participation, when parents do participate, but only in limited ways, leading to limited outcomes.

Eastern Paraguay has parent commissions, which have played an important role in the schools. As members of the parent commissions, they have worked to secure resources and funding to develop their schools. However, the Ministry of Education and Culture's goals of involving parents as equal partners in school decision making in the education of their children shows importance of parents as stakeholder (Anderson and Minke, 2007). The parents participate in the schools as community members; use their own individual resources for the collective good of the community. They do not engage in activities to support their own children's learning and achievement directly, the parents choose collective rather than individual forms of participation because of their perceptions of the aspects of schooling that they are responsible.

The development of strong home-community-school partnerships is regarded as a central means of improving schooling outcomes (Bray, 2003). In countries with universal education, policy makers have focused on parent involvement in children's education as a means to promote higher academic achievement (Epstein 1995; Manzon, 2004) but developing countries in transition to universal education, focus has been on promoting community participation in the funding and management of schools (Suzuki 2002; Manzon, 2004). Both models of home-community-school partnerships have the end goal of improving educational outcomes.

However, parental involvement focuses on the achievement of individual children, while community participation focuses on collective goals of providing educational

opportunities for all children (Suzuki, 2002). Although in the literature, community participation and parent involvement are often discussed as separate phenomena but in reality, they overlap. Community participation inherently involves parents. As parents act as both community members and as individual, the goal of community participation of promoting collective educational outcomes is enhanced

Attention should be paid to how parents choose to participate. This is because educating children requires different skills and resources from parents and parents need to be involved in different types of activities. Antunez (2006), confirms this by stating that “increasing participation at the local level has played an important role in educational reforms in various countries specially Paraguay”. Antunez (2006) further draws upon two models of parent participation: one that implicates parents as partners in their own children’s development and educational success and the other that calls for parents to take leadership roles in the governance of the school.

The first one emphasizes the importance of the moral and social development of children, which requires the collaboration between home and school. This perspective is similar to Epstein’s model on the collaboration between home, community, and school (Epstein, 1995). The second role of the community is in the construction of the educational community, consisting of teachers, principals, parents, and students. The educational community should be responsible for making decisions at the local school so that the school can best meet the needs of the community (MEC, 1994). This model matches community participation, which includes parents and other community members, which can make schools more relevant, effective, and efficient.

Finally, parents are seen to be very instrumental when learning outcomes are discussed. They contribute to support the development of education as community

members and as parents. Parent's involvement also focuses on the effort they put in towards the achievement of their individual children's educational goals. This implies that, there is no doubt for someone to classify parents as stakeholder of education in Ghana and elsewhere. Parental involvement or contributions in diverse ways go a long way to support the effort of other stakeholders to help realize the educational goals of Ghana.

2.4 Theoretical Framework

The theory underpinning this research work is the parental acceptance-rejection theory (PARTheory). Ronald Preston Rohner came out with this theory in the year 1960. Parental acceptance-rejection theory (PARTheory) is a theory of socialization that aims to predict and explain major causes, consequences, and correlates of parental acceptance and rejection within the United States and worldwide (Rohner, 2001; Rohner et al., 2014). Parental acceptance-rejection theory predicts that parental rejection has consistent negative effects on the psychological adjustment and on behavioral functioning of both children and adults worldwide. In this theory parental acceptance-rejection refers to a bipolar dimension of parental warmth, with parental acceptance at the positive end of the continuum and parental rejection at the negative end. Parental acceptance refers to the love, affection, care, comfort, support, or nurturance that parents can feel and express toward their children. Parental rejection refers to the absence or withdrawal of warmth, love, or affection by parents toward their children. Parents can express their love or lack of it in three principal ways. They can be cold and unaffectionate, hostile and aggressive, or indifferent and neglecting. Additionally, parental rejection can be subjectively experienced by individuals in the form of undifferentiated rejection. Undifferentiated rejection refers to the feeling that one's parent(s) do(es) not really love them or care about them, without necessarily

having objective indicators that the parents are cold and unaffectionate, hostile and aggressive, or indifferent and neglecting.

Parental acceptance-rejection theory attempts to answer five classes of questions concerning parental acceptance and rejection. These questions are divided into the theory's three sub-theories: personality sub-theory, coping sub-theory, and socio-cultural systems sub-theory.

1. What happens to children who perceive themselves to be loved (accepted) or unloved (rejected) by their parents (personality sub-theory)?
2. To what extent do the effects of childhood rejection extend into adulthood and old age (personality sub--theory)?
3. Why do some children and adults cope more effectively than others with the experiences of childhood rejection (coping sub-theory)?
4. Why are some parents warm, loving, and accepting, and others cold, aggressive, neglecting, and rejecting (socio--cultural systems sub-theory)?
5. How is the total fabric of a society, as well as the behaviour and beliefs of people within the society, affected by the fact that most parents in that society tend to either accept or reject their children (socio-cultural systems sub-theory)?

The theory has several unique features guiding its attempt to answer these questions. First, it draws extensively from major ethnic groups in the United States as well as from worldwide, cross-cultural evidence (Rohner, 2002; Rohner and Khaleque, 2002). Second, it draws from literary and historic materials going as far back as 2,000 years. Third, it draws from nearly 2000 empirical studies on parental acceptance and rejection since the 1930s to form a conceptual framework for explaining the lifespan and Universalist perspectives incorporated into the theory's three sub-theories

(Rohner, 2002; Rohner and Khaleque, 2005). These sub-theories are described more fully below.

2.4.1 Parental Acceptance-Rejection Theory's Personality Sub-theory

The personality sub-theory postulates that parental acceptance-rejection has profound influence in shaping children's personality development over the life span. Specifically, the sub-theory assumes that the emotional need for positive response from significant others (parents or other attachment figures) is a powerful motivator in children. When this need is not adequately met by attachment figures, children are predisposed emotionally and behaviorally to respond in specific ways. In particular, the sub-theory postulates that rejected children are likely to feel anxious and insecure. Additionally, parental rejection is expected to lead to other personality outcomes in children and adults including: hostility, aggression, passive aggression, or problems with the management of hostility and aggression; dependence or defensive independence, depending on the form, frequency, and intensity of rejection; impaired self-esteem; impaired self-adequacy; emotional unresponsiveness; emotional instability; and negative worldview.

According to parental acceptance rejection theory, rejected persons are likely to develop a negative worldview characterized by the belief that people and the world in general are hostile, treacherous, threatening, or negative in some other way. Negative worldview, negative self esteem, negative self-adequacy, and some of the other personality dispositions described above form the basis of mental representations or social cognitions of rejected people. In parental acceptance rejection theory, mental representation refers to individuals' more or less coherent

but usually implicit beliefs and expectations about themselves and significant others that are constructed from emotionally important past and current experiences. The theory assumes that mental representations tend to influence individuals' memories, perceptions, interpersonal relations, and behaviours.

It is important to note here that not all accepted children and adults necessarily develop in a favorable manner. Some accepted individuals develop adjustment problems similar to those of rejected individuals for reasons other than parental acceptance-rejection. Moreover, not all rejected individuals develop serious adjustment problems. Some are able to cope with the pain of perceived rejection more effectively than others. This topic is discussed in parental acceptance rejection theory's coping sub-theory below.

Important elements of rejection are apt to linger into adulthood, placing people who were rejected as children at somewhat greater risk of social and emotional problems throughout life than people who were loved continuously. Some of the individuals who do not respond as predicted by theory's personality sub-theory are called "troubled." These individuals suffer from impaired mental health even though they feel accepted by their parents. Until recently parental acceptance rejection theory researchers spent little time studying these individuals because it is generally recognized that people can be psychologically disturbed for a variety of reasons having nothing to do with parental acceptance and rejection. We now know that many of these troubled individuals are persons who feel rejected by their intimate partners and other non-parental attachment figures (Khaleque, 2001, Rohner and Khaleque, 2008).

2.4.2 Parental acceptance rejection theory's Coping Sub-theory

Studies in the United States and across the world confirm parental acceptance rejection theory's assumption that nearly 80 percent of children and adults--irrespective of geographic location, race, and ethnicity--generally tend to be negatively affected by parental rejection (Rohner, 2001, Rohner and Khaleque, 2002). A small fraction of the remaining 20 percent is termed "copers" in parental acceptance rejection theory. They are the people who experienced significant parental rejection in childhood but who nonetheless continue to be psychologically well adjusted as already stated in personality sub-theory. According to coping sub-theory, copers are of two types: "affective copers" and "instrumental copers." Affective copers are those individuals who develop overall positive mental health despite experiencing parental rejection. Instrumental copers are those individuals who do well in their professional, occupational, or task oriented lives despite psychological impairment due to parental rejection. So far minimal empirical research has been conducted on the assumptions of parental acceptance rejection theory 's coping sub-theory, but available evidence suggests that the emotional support of non-rejecting significant others can help greatly to alleviate the distress of parental rejection (Rohner, 2001, Rohner and Khaleque, 2002)

2.4.3 Parental Acceptance Rejection Theory Socio-cultural Systems Sub-theory

The socio-cultural systems sub-theory of parental acceptance rejection theory attempts to predict and explain major causes and socio-cultural correlates of parental acceptance and rejection worldwide. The sub-theory predicts, for example that children are likely to develop cultural beliefs about the supernatural world (God and spiritual beings) as being malevolent (i.e. hostile, treacherous, destructive, or negative in some way) in societies where they tend to be rejected. On the other hand, the

supernatural world is expected to be perceived as benevolent (i.e. warm, generous, protective, or positive in some other way) in societies where most children are raised with love and acceptance. Substantial cross-cultural evidence confirms these predictions (Rohner, 1975, 1986; Batool and Najam, 2009). Parental acceptance rejection theory's socio-cultural systems sub-theory also predicts-and cross-cultural evidence confirms-that parental acceptance and rejection tend to be associated worldwide with many other socio-cultural correlates such as household structure, artistic preferences, and occupational choices of individuals (Rohner, 2002).

2.4.4 Consequences of Parental Acceptance-Rejection

Since the 1930's a large number of studies have been conducted on the antecedents and especially the consequences of perceived parental acceptance-rejection for cognitive, emotional, and behavioral development of children, and for personality functioning of adults within United States and worldwide (Khaleque, 2001). Research on parent-child relations consistently indicates that perceived parental rejection typically has serious consequences for the psychological development and personality functioning of children and adults. In a review of available cross-cultural and intra-cultural studies, for example, Rohner and Britner (2002) provided evidence of worldwide correlations between parental acceptance rejection and such other mental health issues as: depression and depressed affect; behavioural problems, including conduct disorders, externalizing behaviors, and delinquency; and substance abuse.

2.4.4.1 Depression

Parental rejection has been linked with both clinical and non-clinical depression within almost all major ethnic groups in America, including among African Americans, Asian Americans, European Americans, and Mexican Americans. Moreover, parental rejection tends to be associated with depression in many countries

internationally, including Australia, China, Egypt, Germany, Hungary, Italy, Spain, Sweden, and Turkey. It is important to note that a number of longitudinal studies show that perceived parental rejection in childhood often precedes the development of depressive symptoms in adolescence and adulthood.

2.4.4.2 Behaviour Problems

Parental rejection appears to be a major predictor in almost all forms of behaviour problems, including conduct disorder, externalizing behavior, delinquency, and perhaps adult criminality. Cross-cultural findings supporting this suggestion come from many countries across the world, including China, Croatia, Egypt, England, India, Japan and elsewhere. Many studies within the U.S. also support this conclusion, both among middle class and working class European Americans as well as among African Americans, Chinese Americans, Hispanic Americans, and other ethnic groups where it has been studied (Khaleque, 2014). As with depression, a number of longitudinal studies in the U.S. and internationally show that parental rejection often precedes the development of behaviour problems.

2.4.4.3 Substance Abuse

Support for the worldwide association between parental acceptance-rejection and substance abuse comes from evidence in Australia, Canada, England, Finland, Hungary, the Netherlands, Sweden, and other countries. These studies clearly indicate that parental rejection is etiologically connected with both drug abuse and alcohol abuse. Besides these cross-national studies, parental rejection has also been found to be linked with substance abuse in most ethnic groups in the U.S., including African Americans, Asian Americans, European Americans, and Hispanic Americans.

It is concluded that, members of every society and ethnic group so far studied throughout the world tend to respond to perceived acceptance-rejection precisely as parental acceptance-rejection theory's personality sub-theory predicts (Rohner and Khaleque, 2002). This evidence lends credibility to parental acceptance-rejection theory's contention that the experience of parental rejection is one irreducible, root-cause of social, emotional, behavioural, and social-cognitive problems in the development of children, adolescents, and adults everywhere-regardless of differences in gender, ethnicity, race, language, socio-cultural background, or other such defining conditions. Because perceived acceptance-rejection appears to have a consistent effect on all humans the possibility is opened for creating culture-fair policies and programs, interventions, treatment, and other practical applications for enhancing human welfare everywhere.

This theory is applicable in this work because when it comes to the education of children in Ghana and elsewhere in the world it needs the full support of parent(s). This means that the full support of the parent enables a child to be emotionally and cognitively sound to guide his or her behaviour to become successful in his or her academic work. On the other hand, if a parent ignores his or her responsibilities in respect to the education of children, it affects the academic work and the total development of the child negatively. Parent who accepts his or her child do everything possible to support the child's education irrespective of the schools this child attends (either private school or public school). This helps to improve the academic performance of this child. On the other hand, a parent who rejects his or her child will not be ready to support the education of his or her child fully or sometimes even partially. This attitude negatively affects the academic performance and personal development of the child. This is because although there are people who sometimes

are able to cope with the parental rejection and become successful in life as captured in the parental acceptance rejection theory's coping sub-theory, majority fail in academics and life in general.

2.5 Conclusion

Desforges and Abouchea (2003) advise parents to start getting involved in their children's education as early as pre-school. In this study, it is suggested that more should be done to educate and encourage parents to participate, and empower them in the area of school engagement. Also, school managers should do their best to increase parental involvement, since it is currently lacking and hinders learners' progress. The school accountability team was also noted to enforce parental involvement in schools, and low income parents should be trained and motivated (Maluleke, 2014). This chapter also captured the parental acceptance-rejection theory as the theory that underpinned this research work. Notwithstanding all the above issues captured in the literature, nothing was said by any of the researchers about why parental involvement in the activities of public basic schools is low as compared to that of private schools.

2.6 Summary of the Chapter

This chapter was about the review of related literature on the topic of study. It captured the concept of attitude, components of attitude, parental involvement in education, nature of parental involvement, effects of parental involvement, and determinants of low parental involvement in education I also covered ways of enhancing parental involvement, parent as stakeholder and theoretical framework . The next chapter covers the methodology.

CHAPTER THREE

METHODOLOGY

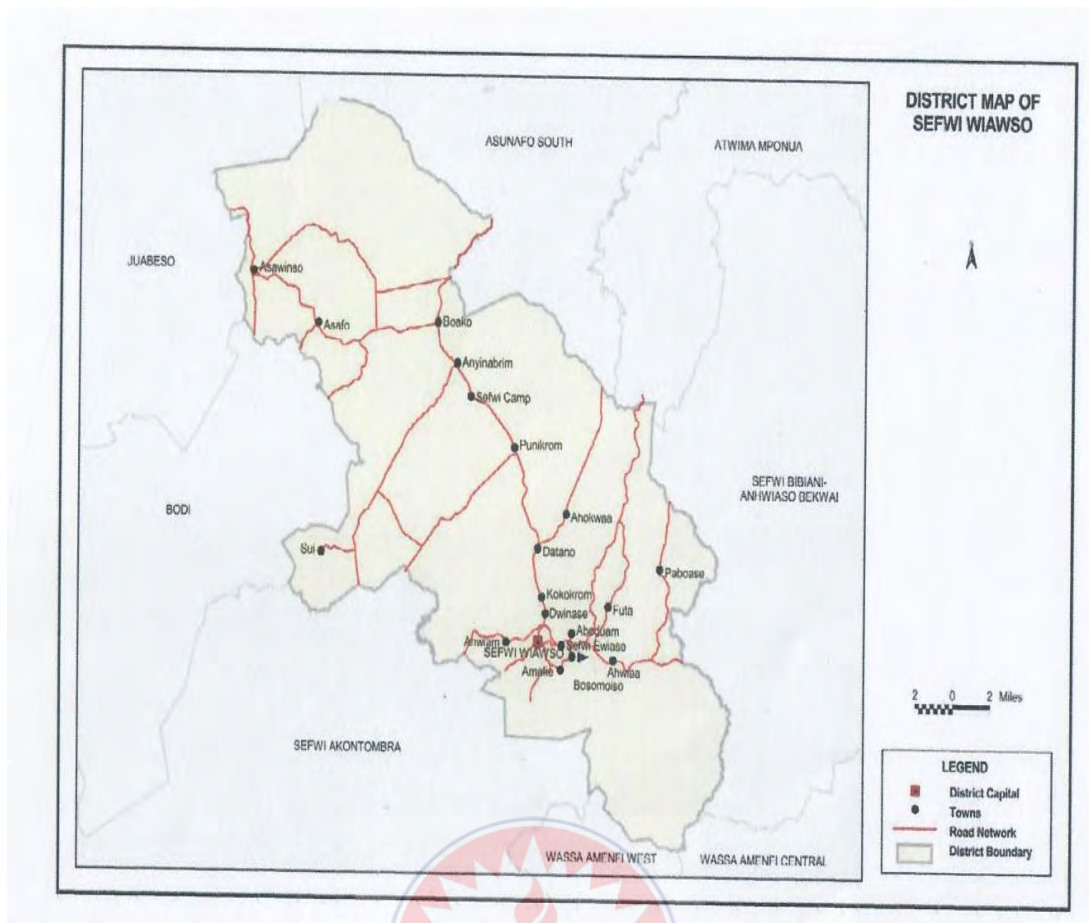
3.0 Introduction

This chapter focuses on the methodology of the study. Sub-headings to be discussed are: study area, the research design, population of the study, sample and sampling techniques. It further discusses instruments for data collection, data collection procedures, data analysis and ethical considerations.

3.1 Study Area

The study area is the Sefwi Wiawso Municipality in the Western North Region of Ghana. It is bounded by Juaboso District in the North, Atwima Mponua and Asunafo South District in the North-East, Bibiani-Anhwiaso-Bekwai District in the South-East, Wassa Amanfi West and East Districts in the South and Bodi and Akontombra Districts in the West. The area is a Sefwi land and the people living there are mostly Sefwis and others from different tribes. About sixty percent (65 %) of the occupants of the land are farmers and the rest are into other economic activities such as trading, lumbering, teaching, banking etc.

The total population of the municipality is 139,200. Out of this, 69,753 representing 50.1% are males and 69,447 representing 49.9% of the population are females (Ghana statistical service, 2010 Population and Housing Census final results). There are a total of 269 basic schools in the area. This consists of 152 public schools (86 Primary and 66 Junior High schools) and 117 private schools (66 Primary and 51 Junior High Schools). There are also 4 Senior high Schools, 1 College of Education and 2 Nursing Training Colleges in the Sefwi Wiawso Municipality.



Source: Ghana statistical Service, GIS

Figure 1: District (Municipal) Map of Sefwi Wiawso

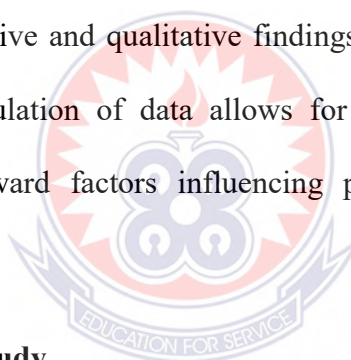
3.2 Research Design

Research design is a term used to explain or identify a number of issues which need to be considered regarding the collection of data even before embarking upon data collection process (Creswell, 2007). The design is the blue print for the collection, measurement and analysis of data. Cooper and Schindler (2001) refer to the research design simply as “the plan and structure of investigation so conceived as to obtain answers to research questions”.

Mixed method (qualitative and quantitative methods) was employed for the study. With this, explanatory sequential approach was used to gather data regarding the perspectives of research participants about the parental attitude towards public basic

schools. This approach is where a researcher gathers quantitative data and qualitative data at different times with the aim of using the qualitative data to explain further the initial quantitative results (Kusi, 2012). In view of this, quantitative data was initially collected and analyzed followed by the collection and analysis of qualitative data.

The rationale of mixed method is to triangulate results. According to Watson and Welch-Ross (2000), neither quantitative nor qualitative method is sufficient to capture the necessary characteristics of the phenomenon being studied. Therefore, it is appropriate to employ the mixed method for complementary results and comprehensive analysis. Additionally, the adopted method increases the validity of results and provides a more in-depth understanding of the subject through the convergence of quantitative and qualitative findings (Tashakkori and Teddie, 2003). Furthermore, the triangulation of data allows for identification of congruence in participants' beliefs toward factors influencing parental attitude towards public schools activities.



3.3 Population of the Study

According to Siedu (2007) population in research is the sum aggregate or totality of the phenomena of interest to the searcher. The population of a study is usually the group of people whom the researcher would like to study and to draw conclusions on (Babbie and Mouton, 2005: 164). The population of a study is considered to be the group to whom the researcher would like to generalize the result of the study (Creswell, 2007, Cooper and schindler, 2001, Frankael and Wallen, 2000). In social research, the population to be considered is of paramount importance because the unit of analysis helps to draw specific conclusion. In most empirical studies, target population which is the main unit of analysis is considered.

The target population for this study consists of parents who have their children in public basic schools in the municipality and the teachers who teach in public basic schools.

3.4 Sample and Sampling Techniques

Sample is the portion of the population selected for a study. It is the selected subset of a whole which is being used to represent the general population (Siedu, 2007). Sample size however, is the quantitative representation of the sample (Patton 2002: 186). The sample size for this study was one hundred (100) and it was made up of seventy (70) parents and thirty (30) teachers. The schools were Aboduan R/C basic school, Tanoso M/A basic school, Future Leaders“ basic school, Brightlife School, Boako M/A basic school, Asawinso M/A basic school, Wiawso R/C basic school, Wiawso Presbyterian basic School, Paboase M /A basic school and Ahwiaa Anglican basic school.

A multistage sampling technique consisting of purposive and simple random sampling methods were employed in this study for selection of respondents. Purposive sampling is a non-probability sampling technique in which respondents are selected base on certain characteristics that will help achieve the purpose of the investigation (Siedu, 2006). It was used because the selected target population are the group that possess the necessary information needed to answer the research questions and likely to provide in-depth information on the subject and they were available and ready to participate in the study.

Merriam, (1988), posits that “purposive sampling is based on the assumption that the investigator wants to discover, understand and gain insight and therefore must select the sample from which the most can be learned”. Patton (2002) argues that “the logic

and power of purposive sampling lies in selecting information-rich cases for study in depth”. Information – rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research.

Also, simple random sampling method was used to select the schools which were used for the study. Simple random sampling is the type of sampling method that gives every member of the population the probability of being selected to represent the population (Siedu, 2006). The simple random method was used because it provides an unbiased selection of respondents because of its probability nature and considered the most trustworthy method of securing a truly representative sample of the population. Ideally, this requires a sample frame and each member of the sample frame is assigned a number. The assigned numbers are put then in a box and selection of potential respondents is done one after the other without replacement. After each selection the box is shaken to avoid biasness in the selection process. This technique is good because the schools have almost equal characteristics.

3.5 Research Instruments

Questionnaire and interview guide were used to collect data. The questionnaire had five sections: Section A, B, C, D and E.

Section A focused on the background information of participants. This section was made up of 5 statements on gender, age, occupation, number of children and level of education. The section B was used to gather data on the level of parental involvement in the education of children. It had 8 statements based on 4-points Likert scale. Within this, the first four statements measured parents’ involvement in the school whiles the remaining statements measured parents’ involvement at home. The section C focused on school factors that influence the attitude of parents towards the public school

activities. It had 7 statements anchor on 4-points Likert scale. Section D of the questionnaire centred on the Socio-economic factors that affect parents' involvement in school activities. It had 8 statements anchor on 4-points Likert scale. Section E finds out whether teachers provide information to parents on school activities. It had 5 statements with response based on 4-points Likert scale.

Furthermore, the interviews which lasted between twenty-five- and thirty minutes for each participant were conducted for qualitative data. This allowed for interaction between the researcher and participants (Silverman, 2005). Their advantage was that, while they were reasonably objective, they also permitted a more thorough understanding of the participants' opinions and reasons behind them (Richards, 2003). The interviews combined objectivity and generated valuable data that could not be successfully obtained using any other approach (Richards, 2003). The interviews assisted in eliciting meaningful data through a comprehensive strategy in the form of open-ended questions (Creswell, 2009). Thus, using open-ended statements helped to probe further for more detailed information in cases where interviewees provided incomplete information as suggested by Minichiello et al., (1995). The interview guide used for the interviews had only one section and it dealt with questions that focused on the research questions.

3.6 Validity and Reliability of the Instruments

In order to improve the reliability of the instruments, a pilot test was made to check for the consistency of the statements on the instrument. The pilot test was conducted in Bosomoiso R/C primary school where ten (10) respondents made up of five (5) teachers and five (5) parents were used. The pilot test results was good such that refining of the statements in the questionnaire was not necessary since the reliability

analysis results obtained based on the coefficient of Cronbach's alpha, were within range close to that of Busari (2011) which is put at 0.6-0.87.

3.7 Data Collection Procedures

Data was collected by the student. The student used the introductory letter from the Department of Social Studies Education, University of Education, Winneba to introduce himself and sought permission from the Headmasters to collect data from their schools. The first call in each school was the headmaster's office. After oral introduction, the various schools' heads called for emergency staff meetings and introduced the researcher to the teachers and added that the needed support and cooperation should be given to the researcher. After the introduction, the headmaster told the Parent Teacher Association (PTA) secretary to lead and assist me to administer the questionnaires to the teachers who were less busy at the time of the visit. This was done in all the schools selected for the study. Thirty (30) questionnaires were administered to teachers.

The PTA secretaries provided contact details of the parents and in some cases took me to their houses and explained the purpose of the meeting to them. The questionnaire was administered by the researcher to parents who were ready and some booked appointment later due to tight schedule.

The researcher went to these parents on the agreed dates and times to administer the questionnaire. Some of them were not at home when visited on the agreed dates and times to administer the questionnaire. This situation compelled the researcher to go to their houses two or more times before meeting them to administer the questionnaire. Seventy (70) questionnaires were again administered to parents.

Participants were given an explanation of the purpose of the research, aspects of confidentiality and the intended use of the data. Participants were assured that no information given by them would be shared with other individual participants or outsiders.

After one month, face-to-face interviews were also conducted on ten (10) respondents for the qualitative data. This helped in improving the reliability of the results from the quantitative data. The interview lasted between 25-30 minutes for each interviewee. Recording of the interviews allowed the researcher to give full attention to the interviewees rather than pausing to take notes (Minichiello et al., 1995; Patton, 2002; Elliot, 2005).

3.8 Data Analysis

Data from the field was edited, coded and screened for analysis. The quantitative data was analyzed followed by the collection and analysis of qualitative data. The quantitative data was analyzed using descriptive statistics. Specifically, frequency tables and percentages were used for the analysis.

On the other hand, the qualitative data was transcribed and used thematic analysis with direct quotes and explanation of respondents. The transcription focused on the key elements in the narrative that highlighted the aims of this research. Personal details were left out to ensure the anonymity of the participants. However, idioms and figures of speech deemed necessary were included in the transcription in order to create data that was as close to the recorded voice as possible (Bedu-Addo, 2010).

3.9 Ethical Considerations

The importance of ethical considerations in social research cannot be overemphasized. According to Cohen et al Morrison (2007), it helps in protecting the

integrity of the research process and data obtained therein. Ethics as stated by McMillan and Schumacher (2010) is about protecting the rights and the welfare of the participants who participated in a study.

Ethical considerations were addressed prior to the commencement of the interviews.

The following procedures were considered under this section:

The researcher used his student's identification card issued to him by the University of Education, Winneba to introduce himself and seek permission from the Headmasters to collect data from their schools and also seek permission from parents to participate in the study.

1. To ensure confidentiality of the participants, their identities were protected by not for example assigning the names or identity to the comments used rather codes were used for them.
2. According to Kusi (2012), the participation of human subjects in research, especially if one is researching experiences, must be taken care to ensure that the participants are protected. Therefore, interviews were audio-taped but permission was first sought from all the participants.
3. Participants were not forced to participate in the study but rather they were asked to participate out of their free will.
4. All references were duly acknowledged to avoid plagiarism.

3.10 Summary of the chapter

This chapter addressed the issues relating data and methodology. The research design, population and sample choice were justified. Instruments for data collection, procedures used to collect data and how the data collected was analysed were not left. The chapter also outlined the ethical considerations in social research that were applied in this study. The next chapter presents and analyses the data collected.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF RESULTS

4.0 Introduction

This chapter presents the data analysis and discussion of results. The presentation is under two (2) sections: Sections A and B. Section A presents the background information of the respondents. Section B deals with the analysis and discussion of quantitative and qualitative data and results respectively.

Section A

4.1 Demographic Characteristics of Respondents

Statements 1-5 on the questionnaire were used to gather data on the background information of respondent on it.

Table 1: Distribution of Demographic Information of Respondents.

		Frequency	Percentage (100%)
GENDER	Male	69	69
	Female	31	31
AGE	20-30	33	33
	31-40	42	42
	41-50	19	19
	51-60	5	5
	60+	1	1
OCCUPATION	Farming	48	48
	Teaching	23	23
	Lumbering	2	2
	Trading	9	9
	Others	8	8
NUMBER OF CHILDREN	Unemployed	10	10
	1-5	70	70
	6-10	21	21
EDUCATIONAL BACKGROUND	11-above	9	9
	Middle school/JHS	35	35
	SHS	26	26
	Tertiary	18	18
	Others	21	21

Source: Field Survey, 2019 (Total number of respondents =100)

From Table 1 above, it is shown that 69 respondents representing 69% were males and 31 respondents representing 31% were females. This means that majority of the respondents were males. The male dominance of respondents refers to the responsibilities in the household. The results further indicate that 42% of the respondents were within 31- 40 years, followed by 20-30 years which is 33 (33%), 41-50 years 19 (19%), 51-60 years 5 (5%) and 61 and above 1 (1%). This gives average age of 35 years which indicate youthfulness of the respondents. Table 1 also shows that, 48 representing 48% of the respondents were farmers followed by 23 respondents which represent 23% who were teachers. The rest include: trading 9(9%), lumbering 2 respondents representing 2 %, other jobs were 8 respondents representing 8% and 10 of them representing 10% were unemployed. On the size of the family, it was revealed that 70 respondents representing 70% have 1-5 number of children, 21 respondents representing 21% have 6-10 children and 9 of them representing 9% have 11 and above children. These figures or results show that most of the respondents do not have relatively too many children to cater for.

Finally, 35 representing 35% of the respondents have Junior High School and Middle School educational background. 26 of them representing 26% of the respondents have Senior High School background, others (dropouts and illiterates) 21 representing 21% of the respondents and 18 of the respondents representing 18% have tertiary educational background. This shows that majority of the respondents have low educational background with some without education at all. This made me spend a lot of time to explain things to them to understand before answers were provided.

SECTION B**Research Question 1:**

How do parents response to activities involving the education of their children?

This question was posed to find out from parents and teachers how parents response to the activities of the public basic schools. This is because the researcher was not certain about how parents respond to the activities in all the public basic schools in the study area.

Table 2: Parents' response to activities involving the education of their children

Statements	Strongly Disagree		Disagree		Strongly Agree		Agree		Total 100%
	N	%	N	%	N	%	N	%	
Parents visit their wards in school.	27	27	32	32	17	17	24	24	100
Parents provide wards with materials needed for academic work.	25	25	34	34	10	10	31	31	100
Parents do attend PTA meetings.	10	10	43	43	24	24	23	23	100
Parents do pay special levies (development) to support the school.	22	22	37	37	11	11	30	30	100
Pupils are well fed before going to school.	15	15	22	22	17	17	46	46	100
Parents supervise pupils' home work always.	30	30	27	27	18	18	25	25	100
Parents monitor pupils to sleep at the right time.	25	25	17	17	28	28	30	30	100
Parents motivate their wards to learn	19	19	29	29	22	22	30	30	100

Source: Field Survey, 2019.

From Table 2, eight (8) statements on a four Likert scale measurement of strongly agree to strongly disagree, were used. Four (4) of the statements disagree that parents do involve themselves in their wards school activities, while one (1) strongly disagree with parents involvement and the remaining three (3) statements agreed that parents do involve themselves in children's school activities. Base on the results in Table 2, it

can be concluded that parents' involvement in education of children is partially low. The low involvement of parents in children's education is further explained by the statistics in Table 2.

From Table 2, 43% of the respondents disagreed that parents attend PTA meetings, 37% disagreed that parents pay special levy to support school development, 34% also disagree that parents provide wards with the needed materials, 32% disagree that parents do visit wards in school, 30% strongly disagree that parents supervise pupils' home work. However, only 46%, 30% and 30% respectively agreed that children are fed well before going to school, monitor children assignment and motivate children to study. With these eight statements measuring parental involvement, none of them had respondents that strongly agreed to the statements. Also statistically, mode of response was less than 40% which means that parents' response to school activities was low and so it could be concluded that parents do not involve themselves fully in the education of their children. This attitude goes a long way to affect the academic performance of the children.

QUALITATIVE ANALYSIS

To triangulate the results, qualitative data was taken on the parental involvement in the education of their children with ten (10) respondents. The transcription could be summed up to the fact that most of the parents do not involve themselves in school activities. A lot of reasons were assigned by the respondents in respect to their inability to involve themselves in the education of their children and for that matter the activities of their children's schools.

To begin with, most of the respondents voiced it out that their inability to involve themselves in the activities of their children's school was due to busyness. The

parents claimed that they are always busy working for daily bread for the entire family so they do not get time to attend to the educational issues of their children. Some of them said that they have to concentrate on their business as businessmen and women and their farms as farmers and leave the teachers who are trained and paid for their services to carry out their educational activities. Meanwhile, educating children is a shared responsibility of all stakeholders in education, that is, government, teachers, parents, Non- governmental Organisations (NGOs), learners etc. So, if one of these stakeholders fails to perform its responsibility, it affects children's academic work negatively. For instance, these are some of their responses from respondents:

The nature of his work does not allow him to visit the school at all and if he does not do that too, he will not get money to cater for the family. So, it was not intentional (R.3).

Similarly, one of the respondents said:

He does not supervise the work of his children at home because he leaves home early in the morning for work and comes back home late in the evening. This is because if he does not do that they will not get what they will eat. He only tells them to learn because education is the key to success these days [R.5].

Secondly, it came out that parent's inability to involve themselves fully in the education of their children was due to the low level of education or illiteracy. Majority of the respondents especially the parents have low level of education and some even did not attend school at all. Due to this, they consider themselves as people who do not have knowledge about education and so they have nothing to offer in terms of knowledge to support the education of the children. So, most of the parents normally consider that their involvement in school activities will not make any change as they think they have nothing to offer and so they have to leave the educational

issues for the teachers who are well trained to educate children to do their work. For instance a respondent said:

She did not get the chance of going to school as her children are going so she does not know how to read and write. Therefore her duty is to try and give them what they will need for school and the rest will depend on them and their teachers [R.7].

Also, some of the respondent came out that their full involvement in the education of their children's education will waste their time. The respondents claimed that getting involved fully in education means that they have to visit the school from time to time, attend Parent Teachers Association (PTA) meetings, attending fund raising programmes etc. will consume their precious time which they could use for other things in life. For instance a respondent had this to say:

“Teachers always organize their programmes during the working ours which coincide with other activities of mine. So going there to waste my time will affect me” [R.4].

Finally, according to some the respondents, the inability of parents to involve themselves in the education of their children was due to the fact that they do not see how the school management spends money in the school. They claimed that the school authorities always demand money from them but they do not see what they use the money for. They added that government also brings some of the money as part of the free education package yet they worry them with payments levies. That is the reason why they do involve themselves in their school programmes. For example, one of the respondents said:

He does not see the so-called free education because they do disturb their peace with this free education yet the teachers worry them always to pay money and buy learning materials. He further asked where the teachers send the free education money to. He went ahead to say that teachers should supply the children with the learning materials from the free education money and leave parents alone. [R.8].

These responses confirm the outcome of the quantitative results that, most parents in the Sefwi Wiawso Municipality do not involve themselves fully in the activities of the school. Parents who have their wards in the public basic schools do not; pay visit to their children's school to see what goes on in the schools, pay special levies to support the schools' development, provide simple materials like pen, mathematical set, exercise books, school uniform, school bags, drawing board and so on for academic work, and supervise pupils to do their home work. It is therefore concluded that the level of parental involvement in the education of children in the public basic schools was low. It shows that these parents have different ways of responding to issues in public and that of the private basic schools. Some of the parents have some of their children in the private schools and others in the public schools in the same area and they do respond quickly to all demands that the children in the private schools and their teachers will make but most of the time fail to respond to the request made by their wards in the public schools. For instance, they do attend PTA meetings and are always ready to pay any levy especially development levy that would be agreed on at meetings. They are ever prepared to buy about two or more uniforms for their wards in the private schools but refuse to do same for their wards in the public schools. These parents do not want to hear anything like payment from public schools. The implication here is that the children in the public school will lack the full support of their parents which in the end affect their academic performance.

The results confirm earlier studies. Shores (2004) indicates that parental involvement in school activities exist along continuum that extends from home-based activities to school-based activities, which brings about home-school collaboration. Home-based continuum relates to reviewing report cards, ensuring school attendance, and monitoring home work. The nature of parental involvement in Ghana is not different

from what has been highlighted above by Shore. In Ghana, a parent is expected to feed children before they go to school, give the children pocket money, buy uniforms for them, reviewing report cards, ensuring school attendance, attend school programmes, pay development levies and monitoring home work as well. The low parental involvement is therefore due to limited capacity for involvement (Shores, 2004). Thus, some parents do not have the ability, resources or time for more involvement, and that these school activities are not important for children's success. There are also parents who do not pay attention to the traditional school activities, such as attending parent-teacher conferences or meetings and volunteering. At the other end are more collaboration at school activities, such as planning classroom activities with teachers and participating in policy-making activities. Similarly, Siririka (2007:65) indicates that as many African parents cannot read and write, helping children in formal education remain a problem. Also, parents complain that the methods used to teach various subjects are different from those that they experienced. So most parent try to ignore or look for part time teachers. Maluleke, (2014) also argues that parents feel that they are too unprepared or intimidated to help children with home work or other school work, especially if they have limited educational background. School managers are in a different position and have a unique ability to create a good culture of teaching and learning within the schools. The research of Hill and Taylor, (2004) indicated that work schedules, lack of transportation and lack of child care may prevent families from attending school events. Also, sharing in this is Epstein (1995:128) who said parents can support their children's school success by providing a home environment that fosters readiness to learn, by rearing children in positive ways, providing them with healthcare and nutritious meals, and ensuring regular school attendance.

The bottom line here is that parents are stakeholders of education in the country and that they are expected to contribute their quota to help educate the Ghanaian child. They do this by getting involved in all activities of the school which include; attending PTA meetings and fund raising programmes, visiting the school from time to time to see what goes on in the school, cooperate well with the teachers and so on. It is also expected of every responsible parent to provide his or her children with items that are needed for their education. These include; school uniforms, books, pens and pencils, mathematical sets, footwear, school bags and others. Parents are also supposed to feed their children before they leave for schools or give them money to buy food in the school and also assist or supervise them to learn and do their home works. Therefore, if parents fail to do these, it affects the academic achievement of the children and such parents are classified to have different or negative attitude towards education.

Research Question 2:

What are the school factors that influence the attitude of parents towards the public basic school activities?

The research question 2 was given to the respondents (parents and teachers) to find out whether there are school factors that influence the attitude of parents towards the activities of the public basic schools in the Sefwi Wiawso Municipality.

Table 3: School factors that influence Parents' attitude towards the Public Basic Schools

Statement	Strongly Disagree		Disagree		Strongly Agree		Agree		Total 100%
	N	%	N	%	N	%	N	%	
The school performs well academically.	15	15	36	36	16	16	33	33	100
Teachers are fully committed to their work.	31	31	27	27	19	19	27	27	100
School administration uses school funds appropriately.	50	50	18	18	24	24	8	8	100
Teachers always give home work/assignment to pupils.	20	20	32	32	21	21	27	27	100
Teachers warmly welcome parents to their school(s).	5	5	4	4	36	36	55	55	100
Parents are aware that they are stakeholders of the school.	16	16	15	15	48	48	21	21	100
Government provides everything for school children .	64	64	20	20	8	8	8	8	100

Source: Field Survey, 2019.

Table 3 reports the school factors that explain the low involvement of parents in education of children. Seven (7) statements on a four Likert scale of strongly agree to strongly disagree, were used. It could be noticed from the table that, one (1) out of the seven (7) statements attracted agree response from the respondents, while another one (1) statement received strongly agree response. Two (2) statements received disagree response and the remaining three (3) statements also received strongly disagree response from the respondents.

From Table 3, 55% of the respondent agreed that teachers warmly welcome parents to their schools(s) while 48% of the respondents strongly agreed that parents are aware that they are stakeholders of the schools.

On the other hand, 64% of the respondent strongly disagreed that government provides everything for school children, 50% of the respondents strongly agreed that school administration uses school funds appropriately, 36% of the respondents disagreed that the public schools perform well academically, 32% of the respondents also disagreed to the statement that teachers always give home work/assignment to pupils and 31% of the respondents strongly disagreed that teachers are fully committed to their work.

The results from Table 3 however indicate that the school factors that discourage parents from participating fully in school activities are low academic performance by the public basic schools, low level of commitment on the part of public school teachers and improper management of school funds.

QUALITATIVE ANALYSIS

The qualitative data established that low academic performance on the part of the public basic schools, low commitment to work by the teachers in the public basic schools, improper management of school funds by school authorities are the factors that influence the attitude of parents towards the public basic school activities.

It is quite obvious that every parent expects his/her child to perform very well academically. Good academic performance therefore motivates parents to support or involve themselves fully in the child's educational activities. If the child's performance is not good or encouraging, the interest of parents on the child's education will go down. In the same way, if a school has good academic records, parents who have their wards in that school are motivated to participate fully in every activity that takes place in the school. About 60% of the respondents voiced it out that the academic performances of the public basic schools in the area is not the best as

compared to the performances of the private basic schools. The complains are that, they normally do not see any sign of change in their children because they do not hear their children speaking English language at all when they come home but rather continue to use the same local language everybody uses at home. This is also shown in the Basic Education Certificate Examination (BECE) when you compared their results to that of the private basic schools. These according to the respondents, discourage parents from involving themselves fully in the activities of the public basic schools, hence their lukewarm attitudes towards the public schools' activities. With reference to the statements made by the respondent, this is what one of the respondents had to say:

“The Public Schools were the schools that some of us attended and we were performing very well but the story is different today. When you compare the public schools to the private schools, the public schools cannot match the private schools in terms of academic performance although there are qualified teachers in the public basic schools than the private schools” [R.6].

It was also revealed that most of the teachers in the public basic schools are not committed to the teaching profession. The respondents stated it categorically that teachers in the public basic schools show lukewarm attitude towards their teaching work. Most of them see the work as their part time job and so they spend few hours in the school and leave for other personal businesses. Those who will stay in till closing time may sometimes sit under trees for unnecessary political discussions. They do not give home works and assignments to pupils to engage them when they go home. Some of the teachers do not go to school early at all while others too absent themselves from school frequently. These kinds of behaviours put up by teachers in the public schools according to respondents, has been with us for a very long time and it negatively affect academic work. When parents complain about it, teachers

normally say that they have their certificates, so if parents worry them, they will go for transfer and leave for other schools. Meanwhile, there are head teachers and circuit supervisors who are to ensure that the right things are done to improve academic work in the schools yet some teachers still put up this lukewarm attitude in the public schools and this cannot happen in the private schools where supervision is effectively done. For instance, one of the respondents said:

If were to talk about the attitude of the teachers in the public basic school in his village, we would not have ended that day. Because he stays very close to the school and he does see a lot of things. For instance, he said that the teachers sometimes leave the children alone in the classroom to make unnecessary noise while they do their own things outside but the head teacher does not tell them anything. He further said that he does not think this would ever happen in the private school.[R.8]

Furthermore, it came out from the responses that the school authorities in the public schools do not use moneys collected from parents judiciously. It was revealed that teachers and the school authorities always demand moneys from parents for school projects and programmes but they fail to render accounts to the parents. Also, teachers do not use moneys that they collect from parents for the intended purposes but rather channel the moneys to other places for different purposes. Again, respondents complained that parents are levied severally for school projects and programmes meanwhile the government pays Capitation Grants to these schools always. The most pressing issue that worries respondents is that, even though parents make full payment of their wards' registration fees, they are made to pay additional money during Basic Education Certificate Examination (BECE) time. They further complained bitterly that the teachers do not justify why they collect this money from parents during the examination period. These concerns raised according to the respondents are the reasons why parents are not willing to involve themselves in school activities

especially those that involve payment of money. This issue of misappropriation of funds raised by respondents is a fact because whoever pays money will expect that money to be used for something beneficial but if he/she does not see anything of that sort; it will discourage him/her from paying any additional money the next time. This is a statement made by one of the respondents:

“The teachers always collect moneys from parents but we do not see what they use the money for. All that they know is to collect money but to render account or show what they used the money for is a problem. This is the reason why some of us do not want to involve ourselves in any of their activities nowadays” [R.4].

The above responses confirm the quantitative results that the low academic performance of the public schools, low commitment of teachers towards work, misappropriation of funds by school authorities are the factors that contribute to lukewarm attitude of parents towards public basic schools in Sefwi Wiawso Municipality. These results also confirmed what other studies have come out with. For instance, Parhar (2006:2) asserts that negative attitudes and behaviours of teachers in relation to disadvantaged parents impact negatively on efforts to involve such parents, thereby further marginalizing them. This means that the negative attitude of teachers and school management affect the involvement of parents in the education of their children. Brown (2007:32) also indicated that in black South African schools, especially in rural areas, contextual factors that hamper parents’ involvement in their children’s education are illiteracy, curriculum changes, lack of time, school climate, urbanization, health problems and the attitude of educators, including management. According to Afful-Broni (2004), one of the most fundamental ingredients that will be required for the healthy life of any institution is trust. Trust cannot be demanded or imposed; but rather gained through the choices that individuals make in their interactions with others. Transparency which is a favourite of all organizations can be

introduced into the organization through the conscious efforts of the administrator. Good budgeting creates a sense of transparency. Budgets are tried and tested examples of good tools that if well used, will enable the administrator to work successfully and happily with all other stakeholders in the school (Afful-Broni, 2004). 'It is one thing having a budget and another budgeting. When we put the budget to use, we are said to be budgeting, and we will be guided in the planning we make regarding the procurement of the varieties of the goods and services needed for the school to produce quality education. After the budget has been executed, accounts should be read to the stakeholders of the school to make them know how the moneys have been spent. This, if done, motivate parents to involve themselves in all school activities but if the school authorities fail to render account to parents, it discourages them from involving themselves fully in school activities. It may be recalled that in the 1980s in Ghana, there were many reported cases of financial crises among educational administrators and their financial staff (Asare, 2018).

That was one of the famous periods of accountability when the government of the day called many school heads as well as other leaders to render account of their stewardship; and a good number of headmasters and bursars were either suspended, dismissed, or demoted and made to pay huge sums of money which they were accused of having misappropriated (Afful-Broni, 2004). The comment was made then, and could most likely be made now, that in most of the cases, these school heads had not themselves taken any moneys; rather, they had probably failed to supervise their staff who were directly in charge of managing the huge sums of moneys. Part of this failure may have been the usual mentality among a good number of Ghanaians who do not want to offend their subordinates or who are afraid of being considered mean if they called their assistants to book. The truth of the matter is that if the

subordinate misappropriates and his boss fails to hold him accountable, a higher, external boss will hold the local accountable in the end.

Research Question 3:

What are the Socio-economic factors that affect parents' participation in school activities?

This question was directed to participants to find out from them the socio-economic factors that affect the involvement of parents in public basic schools' activities.

Table 4: Socio-economic factors that affect parents' involvement in school activities

Statement	Strongly Disagree		Disagree		Strongly Agree		Agree		Total 100%
	N	%	N	%	N	%	N	%	
The parents do not have interest in school activities because they are unemployed.	14	14	49	49	14	14	23	23	100
Educational level of parents influences their participation in educational matters.	14	14	28	28	31	31	27	27	100
Marital status of parents affects their participation in school activities.	19	19	33	33	36	36	12	12	100
The nature of parents' occupation affects their participation in school activities.	12	12	19	19	30	30	39	39	100
The numbers of children parents have affects their participation in educational activities	13	13	20	20	14	14	53	53	100
Parent does not see the need for education.	48	48	22	22	13	13	17	17	100
The parent is economically weak.	20	20	19	19	12	12	49	49	100
Religious activities affect parents' participation in school activities.	39	39	35	35	8	8	18	18	100

Source: Field Survey, 2019

From Table 4, eight (8) statements on a four point Likert scale of strongly agree to strongly disagree were again used to determine the Socio-economic factors that contribute to the low participation of parents in school activities. The results obtained

show that three (3) out of the eight (8) statements received agree response from respondents while two (2) statement received the strongly agree response. Two (2) out of the two (8) statements attracted strongly disagree response while the remaining one (1) statement also attracted the disagree response.

From table 4, 49% of the respondents disagreed to the statements that the parents do not have interest in schools activities because they are unemployed, 48% of the respondents strongly disagreed to the statement that parents do not see the need for education and 39% of the respondents also disagreed strongly that religious activities affect parents' participation in school activities. On the other hand, 53% of the respondents agreed that the numbers of children parents have affects their participation in educational activities, 49% of the respondents agreed that the parents are economically weak and 39% of the respondents also agreed to the statement that the nature of parents' occupation affects their participation in school activities. Meanwhile, 36% of the respondents strongly agreed that marital status of parents affects their participation in school activities and 31% of them strongly agreed to the statement that the education level of parents influences their participation in school activities. These results imply that the socio-economic status of parents has a stronger effect on the education of children and for that matter affects parents' participation in school activities. This conclusion was drawn based on the fact that majority of the respondents agreed that low educational level of parents, marital status, the weak economic background, number of children parents have (family size) and the nature of parents' occupation contributed to their low involvement or participation in school activities.

QUALITATIVE RESULTS

The qualitative data is analysed under themes and supported with direct quotations from respondents. Ten (10) respondents were interviewed on the socio-economic factors that affect parents' involvement in educational or school activities. The interview was conducted to triangulate the results of the study. The transcription could be summed up to the fact that the socio-economic statuses of the parents who have their children in the public basic schools in the Sefwi Wiawso Municipality hinder them from participating in the school activities. Some socio-economic backgrounds were mentioned to be the factors that prevent parents from participating fully in school activities. They include, educational level, marital status, the number of children parents have (family size) and the nature of parents' occupation or work.

The information gathered indicates that the education level of parents affects their participation in school activities. They said, most of parents who have their wards in the public basic schools have low educational background while some of them have never been to school at all (Illiterates). The greater percentage of the respondents come out that they do not participate fully in school activities because they have low or no education while the remaining few stated different reasons like marital status, number of children, unemployment and so on. According to them, most of the parents do not know how to read and write so going to the school will not add anything to the development of the school. Some of them even said that they do not involve themselves in school activities because the teachers are more knowledgeable than them so teachers will not take their suggestions or contributions while some of them do not even know the reason why they should go to the school and involve themselves in the school activities: For instance, one respondent had this to say:

Even if he goes to the school or not he has nothing to say during discussions concerning the school. This is because his knowledge about education is low so those who have knowledge about education should do it on their behalf and will support them [R.3].

Similarly, another of respondents added that:

Those who have higher education can detect what is wrong about the school and suggest means of curbing them but somebody like her with low education does not have much knowledge about education so those with higher knowledge in education should go and do it on their behalf. [R.9]

Secondly, it was made known that marital status of parents affects their participation in school activities. It was deduced from the responses that some marriages are broken as a result of death and other problems in life. This has made some of them single parents while others too have had additional children with their new marriage partners. Most of these single parents especially women shoulder the huge responsibility of taking good care of the children alone. Those with new partners also face problems as some of their new marriage partners are not willing to take full parental responsibility of taking care of the children who's real father or mother is no longer in the marriage and these affect their participation in school activities. In addition, it came out that some of the men have two wives (polygyny) and they normally spend more money on the second wives and their children than their first wives. They usually send the children of the second wives to private schools where they pay huge sum of money and leave the children of the first wives in the public schools and are not willing to involve themselves fully in their education but rather leave the burden on the poor mother to take care of them. This affects parental involvement in education negatively because most of these women engage themselves in a lot of commercial activities to take care of their children and so they do not get

time to participate fully in most of the school activities. For instance, one of the respondents said:

She does not involve herself fully in school activities because, her husband has got a new wife and he does not step his foot in their house to see what goes on there. She further said that her husband does not care about her and the children. So she takes full responsibility of the house and so it is difficult for her to stop going to the market to look for what they will eat and attend school programmes or activities [R.10].

It was also revealed that economic background influences attitude of parents towards public basic school activities. Good economic background motivates parents to participate fully in school activities but weak economic background discourages them from participating fully in school activities. This is because parents with low income find it difficult to respond to the educational request made by their children. It was deduced from the responses that most of the parents in the area who are economically sound take their children to the private basic schools while majority of the parents who have low economic background have their children in the public basic schools. This means that the greater percentage of the parents who have their wards in the public basic schools are economically weak. It was noticed from the responses again that the weak economic background of the parents was due to the fact that most of them are peasant farmers who do not earn much money from their work. The cocoa farmers among them also rely solely on their proceeds that come annually. So, the parents do not develop much interest in the school activities especially those that involve payment of money because they are of the view that they would be compelled to pay moneys such as developments levy when they attend school programmes and so going to the school becomes a big problem for them. It was also established that education is something which is very important that everyone must get involved but weak economic background of parents put them off from involving themselves fully

because they even struggle to get the daily meal for the family. It is therefore not a deliberate act that they are failing to add their bit to the effort of the government in educating their children but the financial power is not there. Below are some of the responses from respondents:

“Most of the parents do not have high income earning jobs which fetch them substantial income that enables them cater for their children very well. Most of them are farmers and they become financially weak during the lean season. This affects their involvement in their children’s education because they sometimes find it difficult to provide their children with the materials such as books, pens, pencils, uniforms, sandals, and bags for academic work” [R.1].

Similarly, one respondent said:

“I am aware of the importance of education but the money to support my children’s education is not there. I sometimes find it difficult to buy simple educational materials like books and pens for them especially when we enter the lean season. This is very shameful to me as caring parent but there is nothing I can do about it” [R. 4].

Furthermore, the responses from the interview indicated that the number of children parents have (family size) affects their participation in school activities. For someone to have a child is something that is cherished in the Ghanaian Society. However, the number of children one will produce has both positive and negative effect on the life of that individual. Someone with smaller number of children irrespective of the person economic background has an advantage in catering for them while the one with a higher number of children will comparatively have a greater burden to address. Most of the respondents admitted that the high numbers of children some parents have contributed to their low participation in school activities. They claimed that the numbers of children they have are high and that it makes it difficult for them to provide children with all the needed educational materials. They added that since the children are many, the school activities become too many for them to attend because

some of them coincide with others. This makes it difficult for them to honour these invitations. The following are some of the response that came out from the respondents in respect to this:

“Parents do not participate fully in school activities because they have many children. I for instance find it difficult to participate fully in the activities of the basic school because I have seven children and some of them are in the colleges of education, University and Nursing Training Colleges and so it sometimes becomes difficult for me to satisfy the educational needs of all the children especially those at the lower level” [R.6].

Similarly, one said:

If she would have her own way, she would reduce the number of children she has because she is now suffering. She said it is her wish to take good care of her children but she cannot. This is because taking care of 5 children in Ghana today is not easy for her. She said again that sometimes she finds it difficult to buy the educational materials like uniforms, books, school sandals especially during September when they are moving to new classes.[R.9]

Finally, the nature of parents’ occupation was captured from the interview to be one of the socio-economic factors that hinder them from participating in the school activities. It is a fact that we must work to earn a living but when the work that we do coincides with other responsibilities, it breeds a challenge. A number of the respondents admitted that the nature of their work do not allow them to participate fully in most of the school activities. Some of them claimed that the nature of their work is such that they had to leave the house early in the morning and come back late in the evening. Others also said that if they refuse to go to work, there would not be any food for the entire family and so the issues about the school should be catered for by the teachers. It was further added that they do not have their jobs/farms within their villages but rather had to travel far away to their work places and come back during the weekends and so attending to school activities or programmes that normally take

place during the working days becomes difficult for them and that they have to forgo the school programmes and direct their attention to where they will get money to look after the entire family. For instance, one of them said:

He is aware that parents are sometimes expected to be in the school to see the progress of their children and participate in other school related activities but his work does not permit him to do so. He does not stay home because he has to leave home early Monday morning and comes back on Saturday evening. This does not allow him to involve himself in school activities because these activities take place during the school days that he is not in town. [R 3]

Similarly, another respondent add that:

Farmers do not have holiday and so staying in the house to pay attention to school activities for a day goes against her work in the bush. Therefore, the teachers and the parents who have time should do it on her behalf. [R 7]

The qualitative results have confirmed the earlier quantitative results that socio-economic status of parents affects their involvement in school activities negatively. This is because both quantitative and qualitative results have indicated that, low educational level, marital status, weak economic background, number of children (large family size) as well as nature of parents' work or occupation prevent parents from participating fully in their children's education.

These findings are supported with literature. Haack (2007:47), for example, cites socio-economic background, such as economic status, as a determinant of parental involvement. Vogels (2002:2) confirms that parents with poor socio-economic status are more likely to have low self-esteem, low level of education, low income and no occupation and that they usually show negative attitude towards school activities. The Coleman (1996) report stated that "the best predictor of student achievement is the socio-economic status of the parents, led to a flurry of investigations on student

achievement". Several researchers have also found that parental qualities typically associated with socio-economic status are positively related to parental involvement Coleman (1996). For example, Lareau (1987:96) found that upper middle class parents were typically engaged in school activities and were influential in school decision making, while working class parents took on a more supportive role with respect to their involvement with their children's school. The implication here is that the children who have parents in the upper and working classes receive the full support from their parents and those in the lower class would be at disadvantage as far as educational support is concern. The work of Brink and Chandler, (1993) also indicates that the parents may be illiterate or unable to speak English. This could make communication difficult, if not impossible. Another source of embarrassment is memories of the parent's failure in school. Such parents will not have much desire to return to a place that only served to remind them of their own failures. Siririka (2007) also indicates that as many African parents cannot read and write, helping children in formal education remain a problem for some of them. Also parents may also find that the methods used to teach various subjects are different from those that they experienced. They may sometimes feel that they will frustrate or confuse their children. Additionally, Ho (2002) argues that lowest rates of parental involvement are found in economically disadvantaged, less-educated and ethnic minority families. In one study, 209 children, their mothers and their 28 teachers rated the mother's involvement at school and home. Parent, teacher and child rating scales measured how frequently parents attended school events, such as parent-teacher conferences/ meetings and activities. Parent and child rating scales described the parent's cognitive involvement with her children education, such as going to the library and talking about current events. Finally, parent and child rating scales described the parent's

knowledge about her children's school activities, such as knowing what they do in school, their teachers and who their friends are. Results showed significantly less involvement at school and with home activities by parents of a lower socio-economic status and single-parent mothers than by parents of higher socio-economic and married parents (Grolnick et. al., 1997:7 cited in Mawuleke, 2014). More so, as indicated above, poverty also presents unique barriers to traditional forms of parental involvement. Low socio-economic status and attitudes of parents can deprive their thinking. Desfoeges and Aboucher (2003:43) reveal that in the UK, low income is often associated with material deprivation, which in turn affects the impact of parental involvement on student educational achievement and adjustment. Also, some low income parents feel that schools discourage their involvement and view them as the problem, and they believe that stereotypes of poor parents as inadequate caregivers who are uninterested in their children's education persist among educators (Desfoeges and Aboucher 2003). Although low income families may feel unneeded or unable to be involved with their children's school, Henderson (1988:39) states that, children of low income families benefit the most when parents are involved in the schools and parents do not have to be well- educated in order to make a difference. Duncan (1992:30) also indicates that if there has been a divorce or death in the family, there has probably been a change in the financial standing of the family which the school may not being sensitive to this change, the student/family could be embarrassed. The very nature of the family structure is in a state of change, causing confusion and insecurity.

All the above literature give clear indication that when you talk of factors that affect parental participation in the educational or school activities, the socio-economic status of parents cannot be left out. However, irrespective of the socio-economic

background of a parent, he/she must position himself or herself in order to support the children to go through a successful education. This is done by providing the educational needs of the children, participating in all school activities and to provide a conducive or favourable learning environment for the children at home.

Research Question 4:

Do teachers make information about school activities available to parents?

Five (5) statements on a four point Likert scale of strongly agree to disagree were once again given to the participants to find out from them whether teachers do provide parents with information about schools' activities. This became necessary because the researcher was not sure whether the schools authorities send information on school activities to parents or not. With this, four (4) out of the five (5) statements received the agree response and only one (1) statement attracted the strongly disagree response. This means that, although some of the respondents opted for strongly agree and disagree in their responses to the statements, these two scale of measurement could not get the mode response or mark as the other two (2) scales (agree and strongly disagree) had.

Table 5: Dissemination of information on school activities to parents

Statement	Strongly Disagree		Disagree		Strongly Agree		Agree		Total 100%
	N	%	N	%	N	%	N	%	
Parents are involved in all decisions concerning the school.	14	14	24	24	25	25	37	37	100
Teachers invite parents to school functions in time.	3	3	14	14	37	37	46	46	100
Teachers extend oral invitations to parents through children.	12	12	13	13	33	33	42	42	100
Teachers send information to parents through letters or on phones.	30	30	24	24	25	25	21	21	100
Parents do get information send to them from the school.	5	5	9	9	42	42	44	44	100

Source: Field Survey, 2019.

The statistics from Table 5 shows that 46% of the respondents agreed that teachers invite parents to school functions in time, 44% of the respondents agreed that parents do get all information sent to them from the schools, 42% of the respondents also agreed that teachers extend oral invitations to parents through children, and 37% of the respondents agreed that parents are involved in all decisions concerning the school. However, 30% of the respondents strongly disagreed that teachers sent information to parents through letters or on mobile phone.

The results clearly indicate that teachers in the public basic schools do provide information to parents on all issues and activities that take place in the schools but it is rather the parents who for one reason or the other refuse to respond positively to the school invitations.

QUALITATIVE RESULTS

The qualitative data is analysed under themes and supported with direct quotations from respondents. The interview results on whether teachers provide information to

parents on school activities summed up to the fact that teachers in the public basic schools do provide information to parents on all school activities but it is rather the parents themselves who with one reason or the other refuse to attend school activities.

The responses were transcribed under the following themes; parents involvement in decision making, extension of early invitation, extension of oral invitation and delivery of information. Seventy (70%) of the respondents voiced it out that teachers do make the effort to involve parents in all decisions concerning the development of the schools but the parents do not show up because they do not get time. Sixty (60%) of the respondents interviewed confirmed that the invitation extended to them by teachers get to them very early but social and economic issues such as poverty and occupation prevent them from responding to the invitations. Again, ninety (90%) of the respondents responded that all the invitations extended to them from the schools got to them orally from their children. Some of them pointed it out that the children deliver the message sent to them from the school immediately they get home so there was no excuse to defend that parents do not get the information sent to them by the teachers. Finally, nine (9) of the respondents interviewed representing 90% confirmed that they do get every information or message sent to them from the school. They added that although the children come to deliver the messages given to them by the teachers alright, the teachers normally do go to the community information centres to reecho the messages or the information to inform the general public. Here are some of the quotations or responses from the respondents. For instance, here are some of the responses received from the respondents:

Respondent 2 [R.2] said that the teachers involve them in all decisions concerning the school because they report everything to them during PTA meetings. She said teachers bring their visions to PTA meeting for them to deliberate on and agree on them before implementations are done. She gave an instance that they were invited to attend PTA meeting where the teachers put before them that the children were going to write end of year examination so parents should pay examination fees. She said they agreed to pay it and so some of them begun the payment but God being so good the government came out that they should return those monies to the parents. So the teachers gave the monies back to those who had paid at that time.

Another respondent said:

One day, one of his children came to him and said he always makes her teacher feel bad about her. She said her teacher thought she does not send the information given to her to him. This because he refuses to attend almost every school programme. Meanwhile, she always tells him whatever teachers asked her to tell him. So, as for that particular meeting, he had to go and prove her right that she does tell him whatever they ask her to tell him. He said the small girl made him feel embarrassed. So it is true that they get the invitations [R. 5].

The information gathered here show that teachers do make everything known to parents. That is, they communicate very well with the parents about every single thing that takes place in the school but it is the attitude of some of the parents that rather make them refuse to respond positively to school activities. These findings run parallel with the findings of some earlier studies.

Hill (2001:56) indicates that school managers need to establish a clear communication channel and collaboration with parents to enable schools to communicate with parents about school activities and be able to give feedback. It is important for school managers to remember that their goals are similar to those of the parents except that they are addressing it from different directions. Therefore, teachers need to plan for the tone of their first meeting with parents. A common trend

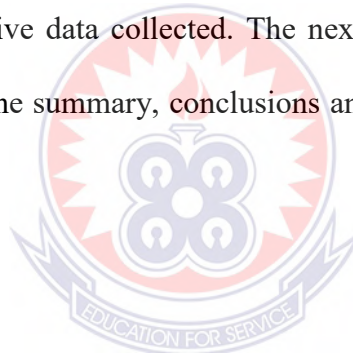
in the literature is that the education professional needs to remain calm in words, movement and facial expressions (Whitaker and Fiore, 2001:21). It is also advisable to provide short courses that will deal specifically with parental involvement, in order to equip educators with the required skills to deal with parental involvement. This is because there are symbiotic benefits that could be derived if both parents and teachers learn to be partners and more accurate in what they say and communicate. Muir (2005:31) supports this by saying that teachers should have a friendly smile, use welcoming posters, and show respect to parents. Having good communication may also assist educators and school managers to deal with angry parents. When confronted by an angry parent, teachers should hide their own nervousness by lowering their voices and moving towards the parent, looking him or her straight in the eyes (Whitaker and Fiore, 2001:72).

It is very important to provide parents with information about every issue that takes place in the school and equip them with the skills needed to participate actively in school activities because some parents do not involve themselves in school activities based on the reason that they are not welcomed and provided with helpful information about their children's education and issues in the school. Hanke (2006:48) point out that lack of parental involvement is often due to the lack of helpful information. Parents are the people to whom a service is being provided and therefore, they are the major stakeholders in the school, hence the school managers should involve them in the daily management of school activities. The Norms and Standards for Educators" (RSA, 2000a) document make provision for educators to engage parents for 80 hours a year in some form of professional development. In addition, the Sector Education and Training Authority designed courses to provide leadership training for parents for the re-skilling and upgrade. Although educators are professionally qualified, parental

involvement training programmes are required to cope with the current environment (Maluleke, 2014). In this regard, Lemmer (2009) declares that parents are more likely to become involved at school if the school welcomes them and makes it easy for them to become involved. In support of the need for a clear school policy on parental involvement, Van Wyk and Lemmer (2004) observes that while many factors affect a parent's involvement, it is the teachers and school managers' responsibility to encourage interactions between the school and home.

4.2 Summary of the Chapter

This chapter presented issues concerning the data analysis and discussion of results. It covered background information of the respondents, analysis and discussion of quantitative and qualitative data collected. The next chapter is the fifth and the last chapter which presents the summary, conclusions and recommendations based on the findings of this study.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter deals with the summary, conclusions and recommendations based on the findings of this study.

5.1 Summary

Education is noted to be the vehicle for Social-economic development. It is a tool to be used for the integration of the individual into the society to achieve self-realization, develop national consciousness, promote unity, and strive for social, economic, political, scientific, cultural and technological progress. Education is also a social process by which people are subjected to the influence of a selected and controlled environment so that they can attain social competence and optimum individual development. Educated people have more understanding of themselves and of the others. They have the ability to become entrepreneurs, teachers, scientists, agriculturists and so on.

Countries are therefore expected to understand the importance of education and develop a sound educational system to produce well-cultured and wise men that have the potential of contributing to national development in the near future because it is often said that, children of today are the citizens of tomorrow (Adu-Yeboah and Obiri-Yeboah 2008). The government of Ghana therefore delivers formal education to her citizenry mainly through the Ministry of Education at both pre-tertiary and tertiary levels. The Ghana Education Service (GES) which operates under the watch of the Ministry of Education has been made in charge of pre-tertiary education to promote quality education in Ghana. The Ghana Education Service is responsible for the

implementation of pre-tertiary education policies of government. This is to ensure that all Ghanaians of school going age are provided with quality formal education and training through effective and efficient resource management to facilitate the making of education delivery relevant to manpower and social needs of the nation. Parents are also stakeholders in the Ghana's educational system. As stakeholders, it is expected of them to play a pivotal role in educating the Ghanaian child. Public basic schools are established and managed by the government to promote formal education for national development. Many of parents send their wards to public schools especially in the rural areas because it is virtually free. Comparatively, public basic schools are staffed with trained and qualified teachers. However, the public schools are virtually dying out because parents and guardians prefer sending their wards to the private schools which do not have good classrooms and the pupils are being taught by unqualified teachers. This situation is of a greater concern to all since Ghana government is spending a lot on education in general and public basic schools in particular through the provision of infrastructure, textbooks, capitation grant, school feeding programme and payment of salaries of teachers yet little things like exercise books, school uniform, a pair of sandals and others are not being attended to by most parents and guardians. This attitude contributes to the low performance and high rate of school dropout among pupils in the public basic schools which in the end brings about social issues like poverty and deviant behaviours in the society. Therefore, there was the need to find out why parents appear to show different responses and attitudes towards the public basic schools.

Four research objectives were used to guide the study. They were to:

1. determine how parents response to activities involving the education of their children.

2. determine whether there are school factors that influence parents' attitude towards the public basic schools' activities.
3. identify Socio-economic factors that affect parents' involvement in school activities.
4. find out whether teachers make information about school activities available to parents.

Literature was reviewed on the following topics: the concept of attitude, components of attitude, parental involvement in education, nature of parental involvement, effects of parental involvement, and determinants of low parental involvement in education, ways of enhancing parental involvement, parent as stakeholder in education and theoretical framework,

Mixed method (qualitative and quantitative methods) was employed for the study. With this, explanatory sequential mixed methods approach was used to gather data regarding the perspectives of research participants about the parental attitude towards public basic schools. This approach is where a researcher gathers both quantitative and qualitative data at different times with the aim of using the qualitative data to explain further the initial quantitative results. In view of this, quantitative data was initially collected and analyzed followed by the collection and analysis of qualitative data.

Sample size of one hundred (100) respondents was used for this study. It comprises thirty (30) teachers and seventy (70) parents who are stakeholders of the schools selected. With this, the whole of the one hundred (100) participants answered the questionnaire and ten (10) out of the hundred were interviewed. Simple random sampling method was used to select the schools which were used for the study and

purposive sampling was used in selecting participants/respondents. Questionnaire and interviews were used to collect data in this study. Simple frequency counts and percentages were used to analyze the questionnaire data while the qualitative data was analyzed thematically.

5.2 Findings

Findings of the study were:

1. The level of parental involvement in the education of children in the public basic schools was low.
2. Low academic performance of the public basic schools, low level of commitment by the teachers towards work and misappropriation of funds by school authorities were the key school factors that contributed to the low participation or involvement of parents in the activities of the public basic school.
3. Low educational level, large family size, marital status, weak economic background and nature of parents' occupation were the socio-economic factors that influenced the lukewarm attitude of parents towards the activities of the public basic schools.

5.3 Conclusions

Based on the findings, the following conclusions were drawn:

First of all, there is low involvement or participation of parents in the activities of the public basic schools in the Sefwi Wiawso Municipality. This means that most of the children in the public basic schools do not get the full support from their parents and this attitude of parents goes a long way to affect their academic performance.

Secondly, low academic performance of the public schools, negative attitude of teachers that relate to absenteeism, lateness, inability to give regular assignment/homework to children etc and misappropriation of funds by school authorities were the school factors that contributed to the low involvement or participation of parents in the activities of the public basic school.

Furthermore, it was confirmed that the socio-economic status of parents affect their involvement in school activities. This is because the results indicated that low educational level, marital status, high number of parents of the children have (large family size), weak economic background (low income) of parents and nature of parents' occupation do not give them the zeal to participate fully in their children's education. This is because these backgrounds are unfavourable to parent and that they could not provide financial assistance to their children's schooling. Also, parents spent most of their time managing their work and for that matter were unable to attend to their children's educational needs.

Finally, it came to light that all school activities are made known to parents by the teachers but it is rather the parents who fail to respond to these activities. This means that the issue of parents do not get information about school activities is not true.

5.4 Recommendations

Based on these conclusions, the following recommendations were made:

To begin with, one useful way of improving parental involvement is to empower the Parent Teacher Association (PTA) so that they organise parents into groups, using suburbs where parents are met to take decisions regarding the school. The PTA executives can also organise conferences where experts are invited to address the parents on the benefits and demands of parental involvement. This would help parents

to find time out of their busy schedules to support their children in achieving their academic goals.

Again, teachers in the public basic schools should be made to perform their duties as expected of them. To do this, the inspectorate division of the Municipal Education office should strengthen their supervision in the various schools and on their circuit supervisors to do their work effectively. Also, the government, Non-Governmental Organizations, and individuals should help resource the circuit supervisors by providing them with motor bikes and fuel that will facilitate their movement in their various circuits to supervise the work of the teachers. This will alert teachers to be on their toes as far as their duties are concerned.

Also, to address the socio-economic factors that cause low parental involvement in education, the government should come out with policy to regulate the number of children one can give especially those with low income. In addition to this, government in collaboration with the religious bodies, Non-Governmental Organizations (NGOs) and private individuals should support parents in the form of skill training, jobs or credit facilities to set up their small businesses that will enable them get money to cater for their children properly. Again, non-formal education should be strengthened by the government so that parents who have low education or are illiterate can get education. These will enable parents to wake up to support the education their children.

Finally, teachers and school authorities should continue to provide parents with information about the schools and their activities to enable parents to be aware of everything that goes on in the school. This will promote transparency in the schools“ activities which will encourage parents to get involved fully.

5.5 Suggestions for Further Studies

Future researches could be conducted into the following areas:

- i. Ways of improving parental involvement in the education of children in the public basic school in the Sefwi Wiawso Municipality.
- ii. The impacts of parents' occupation on the education of children.



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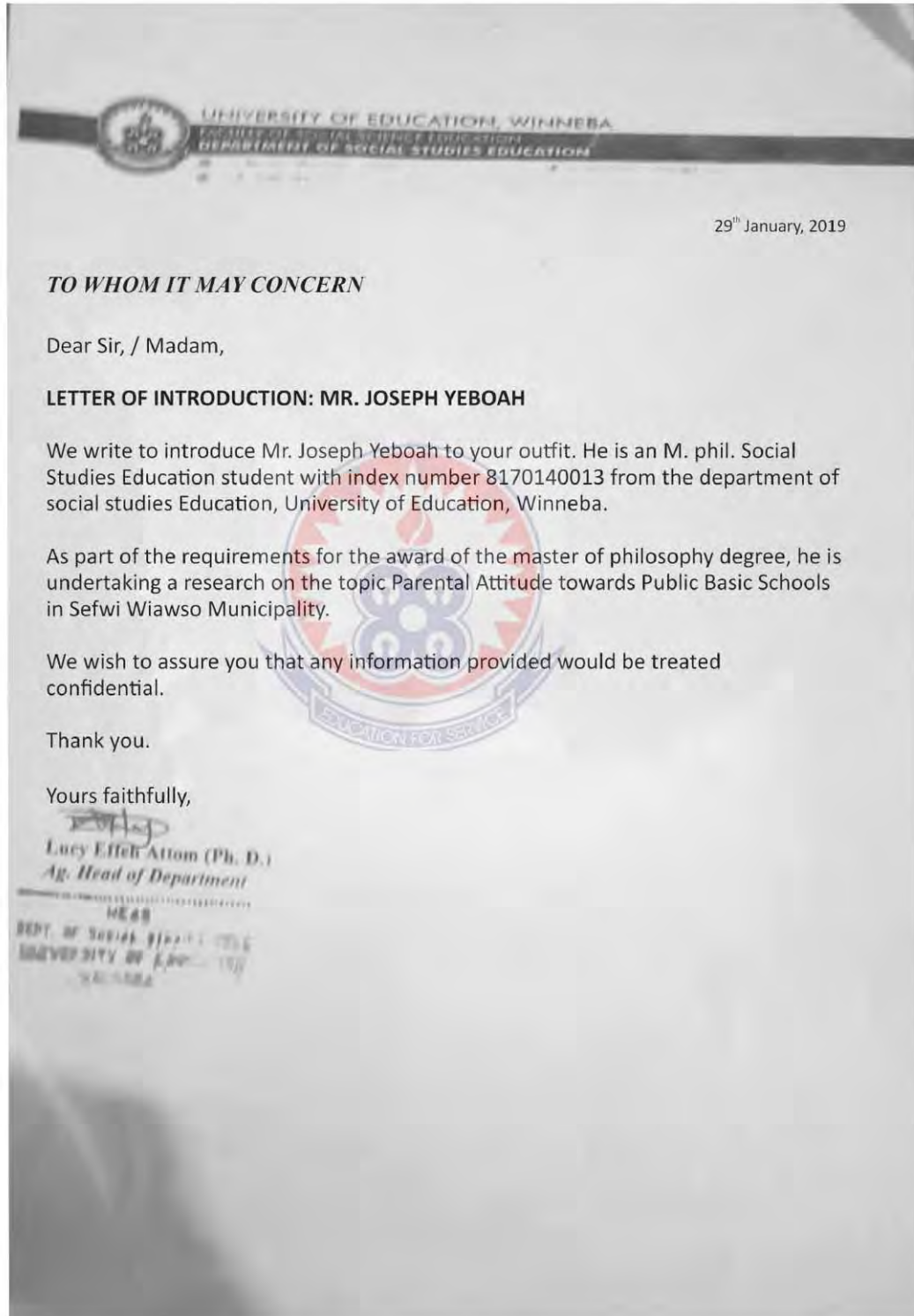
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APPENDICES

APPENDIX A

INTRODUCTORY LETTER



APPENDIX B

QUESTIONNAIRE FOR RESPONDENTS

Dear Respondent,

My name is Joseph Yeboah and I am carrying out a study on the topic: **Parental attitude towards public basic schools in Sefwi Wiawso Municipality.**

It is against this background that you have been purposively selected to assist in completing the questionnaire. It would thus be very helpful if you assist by answering the questionnaire as per instructions at the beginning of each section. Please, you are required to provide the most appropriate answer in your response. Your responses and your identity will be kept confidential since it is an academic work.

Thank you.



SECTION A

BACKGROUND INFORMATION

1. Gender:

Male

Female

2. Age (years):

20-30

31-40

41-50

51 -60

60+

3. Occupation:

Farming

Teaching

Lumbering

Trading

Others (please specify.....)

Unemployed



4. Number of children:

1-5

6-10

11 and above

5. Parent's educational background:

Middle school/JHS

Senior High School

Tertiary

Others, please specify.....

SECTION B**THE LEVEL OF PARENTAL INVOLVEMENT IN THE EDUCATION OF CHILDREN**

Kindly **tick (√)** the appropriate number of the four point scale (**1= Strongly Disagree, 2 = Disagree, 3 = Strongly Agree and 4 = Agree**) as it sincerely applies to you.

Please, there are

no right or wrong answers.

S/No	Statements	Strongly Disagree	Disagree	Strongly Agree	Agree
6.	Parents visit their wards				
7.	Parents provide their wards with materials needed for academic work.				
8.	Parents do attend PTA meetings.				
9.	Parents do pay special levies (development) to support the school.				
10.	Pupils are well fed before going to school.				
11.	Parents supervise pupils to do their home work always.				
12.	Parents monitor pupils to sleep at the right time.				
13.	Parents motivate their wards to learn.				

SECTION C**SCHOOL FACTORS THAT INFLUENCE THE ATTITUDE OF PARENTS TOWARDS THE PUBLIC BASIC SCHOOLS' ACTIVITIES**

Kindly tick the appropriate number of the four point scale (1= **Strongly Disagree**, 2 = **Disagree**, 3 = **Strongly Agree** and 4 = **Agree**) as it sincerely applies to you. Please, there is no right or wrong answer.

S/No	Statements	Strongly Disagree	Disagree	Strongly Agree	Agree
14	The school performs well academically.				
15	Teachers are fully committed to their work.				
16	School administration uses school funds appropriately.				
17	Teachers always give home work/assignment to pupils.				
18	Teachers warmly welcome parents to their school(s).				
19	Parents are aware that they are stakeholders of the school				
20	Government provides everything for school children.				

SECTION D**EFFECTS OF SOCIO-ECONOMIC FACTORS ON PARENTS'S INVOLVMENT IN SCHOOL ACTIVITIES.**

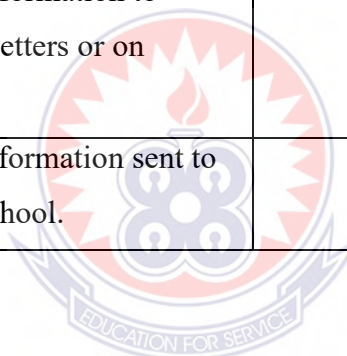
Kindly tick the appropriate number of the four point scale (1= **Strongly Disagree**, 2 = **Disagree**, 3 = **Strongly Agree** and 4 = **Agree**) as it sincerely applies to you. Please, there is no right or wrong answer.

S/No	Statements	Strongly Disagree	Disagree	Strongly Agree	Agree
21	The parents do not have interest in school activities because they are unemployed.				
22	Educational level of parents influences their participation in educational matters.				
23	Marital status of parents affects their participation in school activities.				
24	The nature of parents' occupation affects their participation in school activities.				
25	The number of children parents have affects their participation in educational activities.				
26	Parent does not see the need for education.				
37	The parent is economically weak.				
38	Religious activities affect parents' participation in school activities				

SECTION E**INFORMATION TO PARENTS ON SCHOOL ACTIVITIES**

Kindly tick the appropriate number of the four point scale (1= **Strongly Disagree**, 2 = **Disagree**, 3 = **Strongly Agree** and 4 = **Agree**) as it sincerely applies to you. Please, there is no right or wrong answer.

S/No	Statements	Strongly Disagree	Disagree	Strongly Agree	Agree
29	Parents are involved in all decisions concerning the school.				
30	Teachers invite parents to school functions				
31	Teachers extend oral invitations to parents through children.				
32	Teachers send information to parents through letters or on phones.				
33	Parents do get information sent to them from the school.				



APPENDIX C

INTERVIEW GUIDE

Dear Respondent,

My name is Joseph Yeboah and I am carrying out a study on the topic: **Parental Attitude towards Public basic Schools in Sefwi Wiawso Municipality.**

It is against this background that you have been purposively selected to be interviewed. Your responses and your identity will be kept confidential since it is an academic work.

Thank you.

1. Please, do parents fully involve themselves in their wards education?
2. Please, what do you think are the school factors that influence the attitude of parents towards the public school activities?
3. Please, in your own view, how does Socio-economic status of parents affect their involvement in school activities?
4. Please, do teachers inform parents about all that take place in the school?
5. Please, do you have any further comments on what we have discussed so far?

