

UNIVERSITY OF EDUCATION, WINNEBA

**PARENTAL INVOLVEMENT IN LEARNING ACTIVITIES AMONG
KINDERGARTEN LEARNERS IN THE NANUMBA SOUTH DISTRICT**

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(Early Childhood Education)**

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FACULTY OF APPLIED BEHAVIOURAL SCIENCES IN EDUCATION
UNIVERSITY OF EDUCATION, WINNEBA**

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DECLARATION

Student's Declaration

I, Abdul Rahaman A Jelee, declare that this thesis is a result of my original research except for references to other people's work which have been duly acknowledged and it has neither in whole nor in part been presented for another degree in this university or elsewhere.

Signature:

Date:

Supervisor's Declaration

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

Supervisor's Name: Prof. Yaw Nyadu Offei

Signature:

Date:

DEDICATION

To my lovely family.

ACKNOWLEDGEMENTS

The journey of conducting research for my MPhil thesis has been not merely an academic venture but a deeply personal and enriching experience. As I reach the conclusion of this extensive undertaking, I feel a profound sense of gratitude towards those who contributed to both my journey and the successful completion of this thesis. First and foremost, I extend my heartfelt gratitude to my supervisor, Prof., Offei Yaw Nyadu whose expertise, patience, and unwavering support guided me through the intricate web of research methodology and analysis. He opened my eyes to the most effective ways of considering my research questions. His insightful feedback pushed me to refine my thinking, develop a critical perspective, and cultivate a deeper understanding of the dynamics of parental involvement in children's learning activities. Each meeting with him was not only a step towards academic rigour but also a source of inspiration, often leading me to see my research from novel angles. I am ever grateful for his commitment to cultivating my confidence as a researcher, helping me to navigate the complexities of the academic world.

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In sum, I realize that this thesis is not just a culmination of my efforts, but rather a contribution to the ongoing discourse on education and parental involvement in Ghana. It is my fervent hope that the findings and recommendations presented herein will inform policy decisions, encourage greater parental involvement, and ultimately contribute to enriching the educational landscape for the children in the Nanumba South District. I am optimistic that we can foster a collaborative environment where parents, teachers, and the community work hand in hand to create nurturing spaces in which our youngest learners can thrive.

Thank you all for being part of this significant chapter in my life.

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ABSTRACT

This study investigated parental involvement in learning activities among kindergarten pupils in the Nanumba South District. A mixed-methods approach was employed, using questionnaires and interviews to extract comprehensive data from parents and teachers respectively. The research encompassed a sample size of 200 parents and 15 kindergarten teachers across various communities within the district. The quantitative data was analyzed using statistical software (SPSS) to produce frequencies and percentages in response to the research questions. Qualitative data was gathered through semi-structured interviews. The thematic analysis was used to analyze the interview data. The findings indicate a significant relationship between parent's willingness to take part in their children's learning activities and the level of their involvement. Even though most parents were willing to participate, it did not actually translate to desire levels of involvement. This was largely due to certain barriers such as time constraints, lack of volunteering opportunities in schools, lack of information about school activities and events and parent's abilities in assisting pupils to learn. The study concluded with recommendations for educational policies aimed at fostering collaborative relationships between teachers and parents to improve learning outcomes for kindergarten pupils in the Nanumba South District. Moreover, it emphasized the need for community awareness programs to educate parents on the importance of their involvement in their children's education and to provide them with the necessary tools, and skills to involve effectively in their ward's learning activities.

CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

The notion that parental involvement is crucial for the academic success of children is well-documented across various educational contexts. Studies by Jeynes (2016) and Fan and Chen (2017) have established a strong correlation between parental involvement in educational activities and improved student performance. According to Wilder (2014), for example, Parental involvement ranks as one of the most effective ways to increase student achievement. The contributions of parental involvement extend to the holistic development of children, encompassing emotional and social growth. Positive relationships between parents and children can foster resilience, self-esteem, and social competence (Morrison & Cosden, 2022). The importance of parental involvement can be further illustrated through the recent observational study conducted in various schools across the UK. This study found that students who regularly participated in school-related activities with their parents showed a marked improvement in both academic performance and behavior, thus validating the theory that parental involvement leads to responsible behavior (O'Reilly et al., 2021).

Despite its significance however, parental involvement has received little attention in Ghanaian academic circles leaving gaps within literature on this subject matter (Jamal, 2020). In kindergarten settings, where foundational skills are established, the role of parents becomes even more critical. This inadequate attention leaves room for several barriers to persist that inhibit meaningful involvement. Challenges such as socio-economic constraints, lack of time, and inadequate communication between parents and schools can limit parental involvement (Baker, 2020).

Parental involvement is frequently defined as the participation of parents in the educational processes of their children, encompassing a wide array of activities ranging from assisting with homework to engaging in school governance (Epstein, 2018). This involvement manifests in various forms, including helping with homework, participating in school events, and fostering a conducive learning environment at home. There are two main types of parental involvement: home-based and school-based activities (Hill & Tyson, 2009). Home-based activities include educational activities performed by parents at home with their children while school-based involve them participating in school meetings and events such as workshops where teachers share tips on how best to deal with various academic-related issues among others. At home, parents can also discuss school matters with their children, help them with homework or even engage in writing and reading activities together. In addition to this, Rain & William (2011) argue that involvement at school may include parents volunteering within classrooms or attending workshops where different aspects of education are discussed among other things.

According to Huang & Mason., (2008), parents could help prepare their kids for schooling by engaging in activities such as reading to them frequently, helping them with assignments regularly and encouraging them to attend classes religiously besides being present during all school-sponsored events through constant visitation and consultations concerning teachers' views on behavior, performance, classwork activities and so forth. From Epstein's perspective (2018), none of these parties alone suffice, only when community services work hand in glove with educational institutions that will they be able to support enhance, realize, foster and promote children's academic achievement.

Prior studies have shown that many times that parents would want to participate more in the education and development of their children but they are hindered by various factors as noted by Tao et al. (2019). It is important to note that according to Yoder and Lopez (2013), there appears to be a lack of understanding about the problem faced by parents which could prevent them from participating actively in school programs or events organized for their child/children's benefit. One of the primary barriers to parental involvement is the socioeconomic status of many families. According to the Ghana Statistical Service (2021), many households live below the poverty line. Low-income families often struggle to meet basic needs, which can detract them from being involved with their children's educational activities.

As noted by Nwankwo and Ukwuoma (2021), parents facing financial constraints are less likely to allocate less time and resources to involve themselves in school activities or support their children at home, thereby limiting their involvement in educational processes. Poverty rates remain high especially among certain groups of people within society such as women and children hence acting as another stumbling block towards effective communication between schools and families in Ghana Casely-Hayford et al, (2017). These socioeconomic challenges are compounded by the lack of infrastructure and resources available in many rural areas like the Nanumba South District. Thereby limiting the extent to which parents are involve in the educational activities of their wards.

Cultural beliefs and attitudes towards education also play a crucial role in shaping parental involvement (Epstein, J. L. 2011). If they think it affects their children's academic success, moms and dads tend to participate more willingly in activities geared towards advancing education, Jarrett and Coba-Rodriguez (2019) note. When

parents do not perceive the importance of active involvement in their children's educational activities, particularly at the kindergarten level, it affects their involvement. Research by Okeke et al. (2022) suggests that in some regions of Ghana, traditional beliefs about education, including the perception that formal schooling is less important than agricultural work, can diminish parents' motivation to involve in school activities. Additionally, the role of gender within many Ghanaian cultures often places the responsibility of involving in children's education on mothers, while fathers may remain largely uninvolved. As discussed by Tandoh and Osei (2020), this gender disparity in parental involvement can lead to a lack of support for children's learning, particularly in households where fathers are the primary breadwinners and mothers face their own pressures.

Structural barriers, such as inflexible work schedules, especially in agricultural communities, hinder parents from attending school meetings or participating in events that promote involvement (Dapaah et al., 2023). Furthermore, schools may not provide adequate avenues for parental participation, such as workshops or training sessions that would empower parents to assist their children in their learning activities. When parents do not fully understand the positive implications of parental involvement in their children's education, it becomes a barrier. A study conducted by Yawson and Anaba (2022) reveals that a significant number of parents hold misconceptions regarding their role in their children's learning, believing that their involvement is unnecessary until later educational stages. This lack of awareness can lead to parents not being motivated enough to participate in their children's learning activities.

All these barriers pose challenges to parents as well as schools in their endeavor to ensure effective parental involvement. These challenges influence the degree of involvement by parents thus resulting into negative effects on children's learning outcomes. Depending on social status, wealth or culture, the level and style of parental involvement may differ greatly from one place or parent to another as stated by Epstein (1995). Therefore, there is the need for addressing these challenges so as to enhance parental involvement for maximum benefits. There is a wide range of methods through which parental involvement can be facilitated. These includes but not limited to: helping families out with parenting skills or child rearing techniques by providing them with relevant books about these topics and engaging them through talk shows on radio stations among others (Epstein 2001).

Effective communication between schools and parents can foster involvement in educational activities. significant number of parents might not be fully informed about their children's educational progress, school expectations, or how their engagement can benefit learning outcomes. This lack of transparent communication can result in misconceptions about what constitutes effective involvement and can create barriers to that effect. Moreover, if teachers are not well equipped to facilitate inclusive involvement with parents, particularly in diverse classrooms where language or educational backgrounds may differ. As noted by the Ghana Education Service (2021), professional development for teachers often neglects strategies for engaging parents, thus exacerbating the disconnect between home and school. The linguistic diversity exhibited by many parts of this country requires teachers who have good command over various Ghanaian languages besides demonstrating cultural awareness too Owusu-Agyeman, Y., & Amoakohene, G. (2020).

The importance of effective communication between parents and teachers cannot be overstated. According to a study by Fan and Chen (2019), the quality of communication between home and school is directly correlated with student success, making it a critical area of focus for educators and policymakers alike. This assertion is echoed by Wang and Sheikh-Khalil (2014), who found that parental involvement facilitated through clear and consistent communication is a significant predictor of academic achievement. Traditionally, the primary means of communication between parents and teachers were face-to-face meetings, telephone calls, and written notes. Mullis et al. (2016) noted, many parents felt disconnected from their child's educational journey, primarily due to the lack of timely and relevant information. This disconnect often led to misunderstandings, frustration, and, ultimately, a lack of involvement in their child's schooling.

The introduction of digital technologies has catalyzed a revolution in the modes parents and teachers communicate. The emergence of emails, websites, and, more recently, mobile applications has transformed the traditional parent-teacher relationship from one of scarcity to one of abundance in communication options. This shift is particularly relevant in the context of increasingly diverse family structures and the busy lives of parents. Teachers now have the options to communicate not just at specific intervals but continuously, creating a more responsive and supportive learning environment. Despite the many advantages presented by the variety of communication methods available today, challenges remain. The digital divide is a significant issue not every parent has equal access to technology or the internet, which can create disparities in communication and engagement. Additionally, there is a risk of over-reliance on technology leading to superficial interactions. Research by Jeynes

(2016) suggests that while technology can facilitate communication, it cannot replace the profound benefits of direct, personal conversations.

Steh and Kalin (2011) argue that there should be cooperation between teachers and parents for effective teaching-learning process to take place in such institutions. With reference to Kocyigita's report (2015), teachers resolved issues by changing dates of events or activities, organizing frequent learning events, seeking advice from school counselor etc. All which required them to work closely with parents. Policy decisions could be made regarding evidence-based strategies aimed at increasing awareness about various forms of parental participation within kindergartens. There is also need for better provision of policy resources so as to enhance capacities among families as well as staff working in schools (Mapp & Kuttner, 2013).

Education plays a critical role in Ghana's national development and individual self-reliance. The kindergarten level of education is important as it sets the foundation for academic success in later years (García, Heckman, Leaf, & Prados, 2016). Early learning and development of children rely on parents' participation (Banse et al., 2021). According to Jarrett and Coba-Rodriguez (2019), parents are instrumental in facilitating their children's growth. When a young person is brought up in an encouraging family environment, he or she stands higher chances of excelling academically (Durišic & Bunijevac, 2017). This can be achieved through effective involvement strategies by parents. A strong relationship between the educational aspirations of families and the study habits of their children was found by Castro et al. (2015). Children reflect their parents' attitude towards academic success, those with less demanding parents perform poorly (Castro et al., 2015).

More realistic and useful strategies can be formulated towards enhancing parental involvement mainly at the kindergarten level if only attention is given to this area of study. In order for parents to effectively prepare their children for formal schooling they must be supported by other early childhood education stakeholders who will help them widen their knowledge base and increase their skills and understandings about themselves Kim, J., Fletcher, K., & Bryan, J. (2017). Which should enable them support their children's learning activities and increase learning outcomes. The impact of studies on the parental involvement in learning activities among kindergarten children goes beyond educational practices but also affects policy decisions at national levels.

1.1 Statement of the Problem

In the education system, parental involvement is thought to be an essential factor in ensuring a student's success. Patel and Agbenyega (2016) defined parent involvement as the participation of parents in every facet of children's education and development from birth through adulthood. An extensive array of studies corroborates the hypothesis that parental involvement is directly linked to academic achievement. According to a meta-analysis study conducted by Fan and Chen (2017), parental involvement positively influences children's grades, test scores, and overall educational attainment. Parental involvement is understood to affect the well-being and academic achievement of children (Addae, 2017).

There are so many ways parents can get involved in children's learning activities which includes helping with homework, attending parent teacher meetings or reading together with their child. They can also participate actively in various activities organized by the schools and maintain regular communication with teachers. The

extent to which parents are involved in these activities differs from one parent to another due to certain barriers. This calls for the need for educators to continue to look for different means through which they can encourage more parental involvement regardless of social status or background knowledge about how education systems operate within different communities.

Parental involvement in education differs from one country to another as shown by Owen and Philip (2013) who indicated that there is little information on how the parents enhance children's school achievement as it was being expected for them to participate more. The level of parents' involvement in their pupils' learning activities is a question which needs to be answered. McCoach (2005) saw that the participation of parents in children's academic performance in Tanzania is very high, parents were seen to be providing the needed assistance and making sure that the home environment is safe, their children has basic needs, self-esteem needs, teach morals and values, develop child mutual respect and involve in the children's instruction.

The research gives us the general look as created out by the majority of Tanzanians, but why are there differences in involvement from one parent to another. This study was designed to assess the extent to which parents are involved in learning activities of their wards. Jeynes (2016) and Fan and Chen (2018) found that there is higher performance where parent involvement is higher and specifically where this starts from a lower point of training. Fan & Chen (2020) state that school and student success can be significantly influenced by family and community involvement in the educational process.

Furthermore, a study by Jeynes (2021) highlighted that parental involvement is particularly beneficial in underprivileged communities, where children are often at a

disadvantage due to socio-economic factors. The research indicated that when parents engage with their children's education, such as helping with homework or participating in school events, it mitigates the effects of poverty and creates a more level playing field. Thus, the necessity of active parental involvement is particularly pronounced for children facing socio-economic challenges.

The 1995 introduction of Free Compulsory Universal Basic Education pledged free learning and universal education for all by 2005 from kindergarten to upper primary. Public primary schools were expected to have high academic performance (UNESCO,2007). However, many pupils in public primary schools continue to perform poorly as noted (UNESCO,2007). According to Reynolds (2012), young children succeed later in their school years if they arrive at school prepared. There must be more than Early Childhood Education Programmes for holistic development, this calls for active parental involvement which ensures that a child not only gets into the school but also learns while there.

A quantitative investigation by Thompson et al. (2015) showed that parents seem to prefer communication via email the most. The absence of qualitative exploration, though, leaves gaps as to why parents prefer that mode compared with other more recent technologically-driven options. Moreover, Thompson et al. (2015) only focused on parents in their study. As a result, examining what communication modes are used by parents and teachers will contribute to the understanding of the problem. An abundance of communication technologies is currently available for teachers and parents which requires guidance on which technologies to prioritize to maximize effective communication between the two groups. Face-to-face interactions, phone

conversations, written communication, and later email correspondence has continuously served as the primary means of interaction over time.

A number of scholars have explored these as well as the communication frequency, mode, strategy, benefit, and preference for various communication modes (Bosch et al., 2017; Thompson et al., 2015). Thus, a degree of comfort arose for both parents and teachers, as the literature suggested that these interactions helped parents and students to academically perform and improve social well-being (Becker & Epstein, 1982; Bosch et al., 2017; Thompson et al., 2015). On the other hand, in the modern ever-changing technology world, new communication channels continue to emerge (Bosch et al., 2017). Some research examines the use of communication apps together with Learning Management Systems to analyze the implications of some features such as student engagement and behavior management (Williamson, 2017). However, there is a limited research that looks at these platforms as parent-teacher communication modes.

Parents have been recognized by the Ministry of Education in Ghana as key players when it comes to implementing educational policies (Ministry of Education, 2021). However meaningful parent involvement still remains a challenge. According to Oduro (2014), some challenges that hinder parental involvement in Ghana include geographical location, socio-cultural practices and economic factors. These challenges therefore affect the extent to which parents are involved in the learning activities of the children. Families who live far away from schools find it difficult to take part in any activity due to distance barrier coupled with lack of transportation means. Others may not be able to afford involving themselves into certain school programs due to poverty levels within their households.

Early Childhood education in the Nanumba South District has always had challenges providing early learning experiences that are good enough for quality kindergarten education and, consequently, success in later years of school. This is evident in the Nanumba South District annual report (2019) on education. According to Leithwood and Patrician (2015), the behavior of a student as well as their academic performance can be affected by their parents' non-involvement while at school. ERO (2018) gives an example of how educational success especially at lower primary level can be achieved through effective parental involvement practice. In this sense, investigating parental involvement in learning activities among kindergarten learners in the Nanumba South District can never be underestimated.

1.2 Purpose of the Study

This study investigated parental involvement in learning activities among kindergarten learners in the Nanumba South District.

1.3 Objectives of the Study

This investigation was conducted with the aim of achieving the following specific objectives:

1. To find out how parents of kindergarten pupils support their wards in learning activities in the Nanumba South District.
2. Identify the modes of communication used between parents and kindergarten teachers in the Nanumba South District.
3. assess the challenges of parents of kindergarten pupils regarding their involvement in their ward's learning activities in the Nanumba South District.
4. Identify strategies of improving parental involvement in learning activities among kindergarten pupils in the Nanumba South District.

1.4 Research Questions

The inquiry was structured around the following research question:

1. What are the parents of kindergarten pupils support for their wards in learning activities in the Nanumba South District?
2. What modes of communication do parents and kindergarten teachers frequently utilized for parent-teacher communication in the Nanumba South District?
3. What are the challenges of parents of kindergarten pupils regarding their involvement in their children's learning activities in the Nanumba South District?
4. What strategies can be put in place to improve parental involvement among kindergarten pupils in the Nanumba South District?

1.5 Significance of the Study

The findings from this study provides opportunity for parents to realize more about their responsibilities towards supporting the learning activities of their kids at school and home. The study also provided evidence-based strategies and interventions aimed at promoting meaningful parental involvement into kindergarten pupil's learning activities within the district. What might facilitate decisions on better public or policy stakeholder perspectives/understanding concerning parental participation in pupils' learning activities may be arrived through this study. Also, the study makes contributions towards knowledge expansion within early childhood education and development field while forming basis for future investigations. The study contributes by providing context-specific evidence on parental involvement in kindergarten education in rural Ghana. It also provides practical strategies that schools and policymakers can adopt to strengthen early learning outcomes.

1.6 Delimitation of the Study

This investigation only includes the Nanumba South District in its scope. It was required that for this research, only kindergarten teachers and parents who have children in kindergarten schools within the district participated. In terms of content, this study only looked into parental involvement in learning activities of kindergarten pupils. Specifically, it looked at the extent to which parents of kindergarten children support their learning activities, challenges of parents, modes of communication used frequently between parents and teachers and strategies that can help improve parent's involvement in their children's learning activities at the kindergarten level.

There were several reasons why this study was conducted in the Nanumba South District. First, performance at the kindergarten level in the district has over the years remains low. Boyle and Wilkinson (2018) posit that it is through joint actions among schools, communities, families as well as early childhood programs that smooth transition for kids into school can be ensured. Therefore, the study to explored the topic as a means improving learning outcomes among kindergarten pupils. Still, being familiar with this geographical area, plus its proximity to the researcher. This research employed a mixed method design as an intervention to investigate the parental involvement in learning activities among kindergarten pupils in the Nanumba South District.

1.7 Operational Definition of Terms

Parental Involvement: The participation of parents or guardians in any activity that impacts children's academic performance.

Roles: The functions or parts played by a person or a group of individuals in a particular situation.

Early Childhood Education: The education given to children between birth to 8 years of age.

Learning Outcome: The academic performance of children or the extent to which children attain their educational goals.

Kindergarten (KG): it is a learning program that seeks to build children's social and academic skills and prepare them for transition into primary schools through developmentally appropriate practices. It is usually for children from 4 to 6 years. It is usually two years and divided into KG1 and KG2.

1.8 Organization of the Study

There are five chapters that constituted the study. Chapter one embodies the introductory section, that includes the background of the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, the delimitation of the study, operational definition of terms and organization of the study. The second chapter (2) discusses the literature relating to the issues under investigation from both theoretical and empirical perspective. Chapter three deals with the methodology of the study which includes research paradigm, research approach, research design, population, sample and sampling techniques, data collection instruments, data collection procedure, and data analysis procedure and ethical considerations. In Chapter 4, the results and discussions are presented. Chapter 5, deals with the summary, conclusion and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews the theoretical and conceptual literature on parental involvement in learning activities among children. The main themes in the literature review are as follows; theoretical review, conceptual review, the meaning of parental involvement, the Impact of parental Involvement in children's learning, ways of parental involvement in learning activities, parent-teacher communications, challenges of parental involvement, strategies of improving parental involvement.

2.1 Theoretical Framework

The study was guided by Epstein et al. (1997) Model of Parental Involvement.

2.2 Epstein et al. (1997) Model of Parental Involvement

Epstein et al. (1997) developed a model that categorizes parental involvement into six key types: Parenting, Communicating, Volunteering, Learning at Home, Decision-Making, and Collaborating with Community. This framework provides an insightful lens through which we can examine parental involvement on learners in the Nanumba South District.

- **Parenting:** The first type of parental involvement is child rearing which has to do with the ability of parents in relation to child rearing and the support from teachers in helping parents with essential parenting skills that foster appropriate learning environments for children. When the school provide information and offer support for parents in child rearing, it increases parent's awareness and strengthen their skills to influence their child's learning and general development and advancement. Scholars, educators, and policymakers

alike agree that effective parenting lays the foundational bedrock upon which a child's cognitive and socio-emotional capacities are constructed. In the context of kindergarten learners, this includes creating a supportive home environment that promotes learning. Research shows that when parents are equipped with strategies for positive parenting, such as setting routines and providing emotional support, children tend to perform better academically (Hill & Tyson, 2009).

- **Communication:** This is the second type of parental involvement according to Epstein et al. (2002). It relates to parent and school contact with regards to school activities and student progress. They indicated that they should be a communication plan that enforces a continuous school-to-home home-to-school collaborations about school management, activities and student's learning progress. Sample communication activities may include: telephone calls, conferences, PTA meetings, students' report cards, home visits etc. Communication between parents and teachers is vital for fostering student success. Teachers must actively reach out to parents, creating welcoming environments that encourage dialogue about students' progress and challenges. According to Epstein et al. (1997), effective communication strengthens the partnership between the home and school, contributing to a greater understanding of the educational process. In turn, this can motivate parents to become more involved in their children's education.
- **Volunteering:** It is the third form of parental involvement which is defined as recruiting and organizing parent help and support programs (Herrell, 2011). Here, the school seek support from parents in achieving the mission and vision of the school and to support student's learning process. According to Epstein,

examples of volunteering practices include parents volunteering in classrooms to help teachers, administrators, students and other parents. Schools that actively seek volunteers from the community tend to create a more supportive educational environment. Parents should engage more deeply with their child's school environment, whether through assisting in classrooms, participating in school events, or serving on parent committees. Research indicates that children whose parents volunteer in their schools are more likely to have higher academic performance and better social outcomes (Baker & Siennick, 2015).

- **Learning at home:** The fourth kind of parental involvement is learning at home which is are learning activities that parent engage their children to do at home. parents assist children at home with core curriculum-related activities at home, they also help children in decisions making, career selection, setting goals for each level of education. Parents play a critical role in supporting their children's learning at home, particularly through reading, engaging in educational activities, and reinforcing schoolwork. When parents are actively involved in their children's homework and create opportunities for educational enrichment, children develop stronger cognitive skills and an enthusiasm for learning.
- **Decision-making:** The next type of parental involvement is decision making which involve including parents in school decisions, it help make parents part of leadership in administrative duties within the school. Examples of Some of these activities involve parents' active participation in PTA, SMC, SPAM and advisory boards. Parents participating in decision-making processes regarding their children's education is vital. Creating structures that enable parents to

voice their opinions and make decisions concerning school policies can foster a sense of ownership and responsibility. When parents are involved in decision-making, it leads to more relevant educational policies that reflect the community's needs. Studies indicate that when parents are engaged in governance, there is an improvement in student achievement (U.S. Department of Education, 2007).

- **Collaborating with the community:** Effective school collaborating with the community is the sixth and final type of parental involvement. It is used to describe the relationship that should exist between the school and the community in which it operates for successful school agendas. Fostering collaboration between schools, families, and communities is necessary for maximizing educational opportunities. Local resources such as community centers, religious institutions, and various organizations can be mobilized to support kindergarten learners. Collaborating with these community resources can enrich the educational experience of children and provide parents with additional opportunities for involvement. According to Epstein et al. (1997), schools that engage community resources can create a more holistic approach to education, benefitting not only students but families and the broader community as well.

2.3 Conceptual Framework

The conceptual framework for this study puts variables together logically to help illustrate or give a picture of how concepts in research connect to one another (Grant & Osanloo, 2014). Figure 1 below illustrates the conceptual framework of this study.

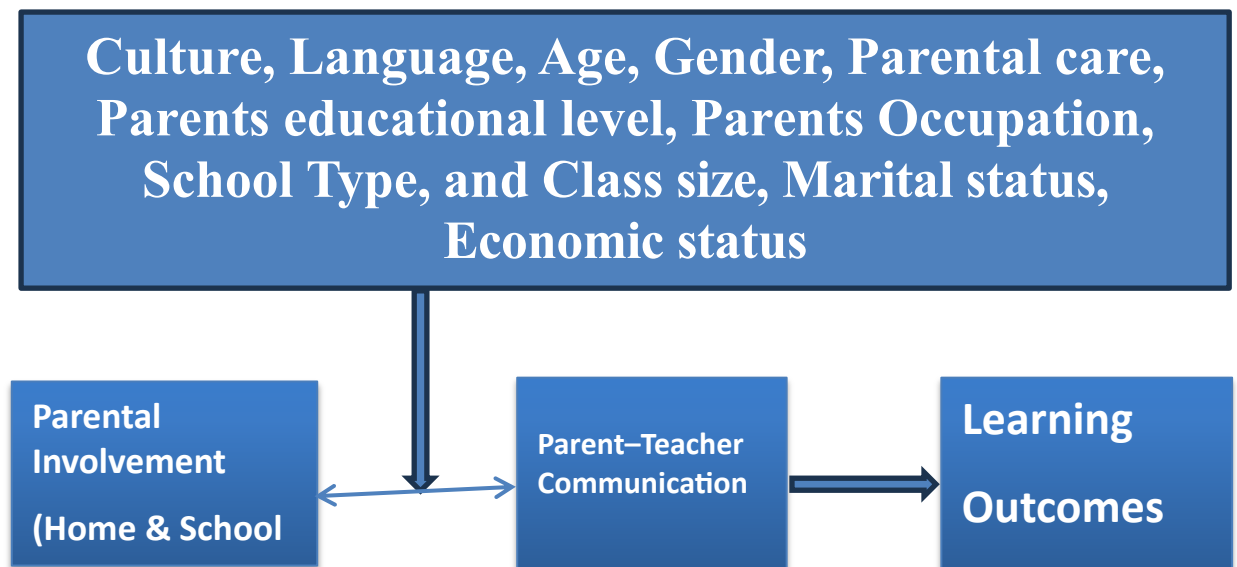


Figure 1: Relationships between variables in the study

Source: Researcher's Construct, (2024).

2.4 The Impact of Parental Involvement in Children's Learning

The foundation of a child's education starts in the early years, particularly during kindergarten, which is considered as an important period for cognitive, social, physical and emotional development. In this critical stage, parental involvement becomes central to children's educational experiences and outcomes. To attain academic greatness among students it is necessary for further studies about how much parents should participate in their children's learning process (Yoder & Lopez 2013). Parental involvement in school according to Nevski and Siibak (2016), helps teachers understand their students better leading to improved teaching methods which were supported by Pineda et al., (2018).

It has been established that many times when parents involve themselves actively with what happens at school; there are more than one benefits that can be realized (Epstein & Sanders 2002). Some of these advantages include enhanced grades among learners, positive attitude towards education as well as good behavior while at school (Hill & Tyson 2009). The connection between home environment and classroom setting

through the parent acts as an agent for overall child development within different contexts such as family life or education institutions like schools (Berthelsen & Walker 2008).

In Ghana, like other countries, kindergartens are responsible for taking care of the young ones' minds who need basic cognitive skills required for later learning. This means that parental involvement is increasingly being seen as a key factor affecting children's academic achievement and holistic growth. There is much literature available about parents' involvement in their children's lives because it was found out that these activities have direct impact on kids' development. When families take part actively in schooling activities, relationship become stronger thereby creating conducive atmosphere for better performance academically among pupils (Epstein 2001). Among all stages of formal education, the foundation stage requires the highest level of parents' involvement since this is when students are mostly affected socially, emotionally and even academically.

2.4.1 Impact of Parental Involvement on Academic Achievement

The global education community has debated the relationship between parental involvement and academic achievement for many years. In Ghana, where the educational landscape is rapidly changing, it is important to understand how these early engagements shape the future of learners. This means that kindergarten is a critical stage in a child's schooling when parents can do much or little to help their children succeed academically later in life. According to Silinskas and Kikas (2019), it supports academic performance as well as motivates pupils, Bronfenbrenner (1979) noted that pupils' achievement was always affected by their lives outside school thereby stressing on importance of involving parents. Consequently, what parents do

with them matters most. Jeynes (2007) demonstrated a statistically robust positive correlation between the degree of parental involvement characterized by parenting practices such as reading with children, attending school functions, and shaping educational expectations and a child's academic performance across diverse subject domains. Also, he discovered that such students showed improved conduct and emotional wellness among other things. Abreha (2016) found out that in Ghana those children whose mothers were involved frequently with them in activities at home related to learning had higher literacy levels than their counterparts who did not receive such support from home.

Hattie (2009) argues that the level at which parents engage themselves into their children's education determines its outcomes while still under kindergarten. When over 800 meta-analyses were synthesized by him it was revealed that reading skills like numeracy and literacy are likely achieved by kids if only their fathers or mothers participate actively during learning sessions. Early stages of reading development require intervention from both home and school hence Desforges and Abouchaar (2003) support this view too saying that through early literacy programs such as reading at home language acquisition gets enhanced while literary abilities become sharpened but Fan and Chen (2001) on the other hand, differentiate between different forms of involvement stating clearly which one leads to better grades than another although all types may contribute something towards overall performance improvement so according them more direct substantial impact on child's academic career is shown by homework based rather than attending parent teacher meetings at school.

In his Ecological Systems Theory (1979), Bronfenbrenner provided a persuasive model to comprehend the relationship between parents and educational settings. According to him, this theory explains that the microsystem, which is made up of immediate interactions within homes or schools directly affects children's development. From this perspective, it can be argued that involvement of parents in their children's education is an essential part of microsystems that influence academic paths for kids.

Hendersons and Mapps (2002) are among those who support strong parental participation because they found out positive relationship between parent engagement and improved academic results during their research work. Their review established beyond any reasonable doubt that students whose mothers or fathers take active roles in their schooling get better grades plus test scores, attend school more frequently as well have higher chances finishing colleges. Jeyness meta-analysis conducted also supported this view when he noted that young children achieve great in academics if only there was adequate input from parents into such undertakings. However, it should be emphasized here again that parent involvement does not lead to one type output only; quality matters too much along with quantity. Shortly after pointing out these facts Hill & Tyson concisely put across that setting aside time for doing homework together creates conducive environment where learner may thrive academically than just going through motions at school events without necessarily attaching value them.

A lot of research has been done on how important parental involvement is to a child's education and success in life (Epstein 2001; Hill and Tyson 2009). In Ghana, kindergarten represents a crucial stage for cognitive development as well socialization

skills necessary for motor abilities foundation (Casely-Hayford and Lynch, 2013). Therefore, it is believed that parents' active engagement with their kids during this period will yield high dividends. According to Melhuish et al, (2008) there are three levels of parental involvements namely: home-based involvement which involves helping children complete assignments from school; school-based involvement where guardians attend meetings organized by teachers or headteachers and cognitive stimulation such as reading books aloud to kids. Hattie (2009) went further to say that when parents involve themselves into what their wards learn it has transformative effects on educational outcomes. Also, in Ghana, researchers like Anamuah-Mensah (2010) have called for increased input from mothers plus fathers into early childhood education given growing interest around these issues.

Regarding the state of affairs in Ghana, Ankomah et al. (2015) conducted a cross-sectional study. Through this study, they found out that parental involvement done at home showed positive relationship with kindergarten children's literacy and numeracy skills. Qualitative research was also carried out by Adjei (2017), which revealed that the educational achievements of their offspring were greatly influenced by how much the parents value education. Naturally, these findings indicate just how much Ghanaian parents shape the educational paths taken by their young ones while at nursery school level.

It is important to also look at cultural landscape when critically analyzing parental involvement in Ghana. The nature as well as scope of such paterfamilias may be impacted upon by traditional beliefs inherent within many Ghanaian homes (Assuah, 2016). In most cases mothers are considered caregivers par excellence thus must get involved in early childhood education. Additionally, there exist extended family

systems which foster communal approach towards child rearing and education hence creating more conducive environment for learning among kids (Eshun, 2013). Studies have shown that when parents become involved early on it leads to higher reading; math scores improvement, decreased absenteeism, reduced behavior problems among students. (Hiatt-Michael 2001)

Parents need to take a more active role in the developmental services their children receive according to Mahoney and Wiggers' work (2007). This could mean teachers or professionals working with young children up until about age five years old should direct majority attention towards biological moms as during these years they usually spend most time taking care of them. The author cites two reasons why this is necessary; first being that parents have greater control over what happens around their kid's learning than any other person except themselves hence can easily influence it either negatively or positively. Secondly, parents know best ways possible through which success achieved in early intervention programs could be improved upon.

The fact that majority of parents stay with their kids throughout early years schooling also supports this idea. Moore (1990) concluded that if students are to meet new academic challenges and obtain success, the nation's schools must develop to the point where parents and schools get the most out of on each other's knowledge and abilities. This means that a collaborative effort between parents and schools would ensure that all children arrive at school ready to learn each day and this can lead to improvement in learning outcome.

While educators have debated the importance of parent-school relationships at length, there is general agreement that this relationship benefits children's learning outcomes. For example, Ramirez (2003) found that students who speak English as their second

language tend to improve academically; they also boost cognitive skills and school conduct when parents get involved more often than not. Parental involvement greatly contributes to children's learning outcomes especially during early childhood stages as Mahmood (2013) points out that it is related with higher levels of reading and math abilities together with better social competence which in turn leads to increased academic motivation; thus, both schools and teachers seek for ways on how this can be enhanced effectively considering various programs aimed at achieving these results.

Teachers, administrators and researchers involved in education or learning are still trying to find out different methods through which they can work closely with parents so as to improve student's academic achievements as well as their behavior in schools. It has been revealed that such things happen due to lack of collaboration between these parties despite knowing what is expected of each other. Parents too would like know how best they can cooperate with teachers in order for their children perform well at school. This should create an environment where necessary assistance will be provided by both parents and teachers thus maximizing educational process benefits for all kids involved

2.4.2 Impact of Parental Involvement on Social Skills

Kindergarten is not just for education but also for socializing. The research on this matter shows that a child's ability to make friends and understand the social environment of a classroom is directly connected with how involved their parents are in their lives outside school. If parents encourage sharing and other prosocial behaviors then children will have more positive interactions with peers at school which is important because McWayne et al., (2004) found kids from high

involvement families had better social skills according to a study done by them where they took kids from different types of families into account.

Children who attended kindergarten with kids from many different types of backgrounds were found have greater empathy and be able to resolve conflicts better both in school settings as well as other places around town or city according to Casely-Hayford & Patterson (2012) who conducted an international cross-sectional analysis involving Ghanaian schools. While conducting their research, concluded that this was due largely imparting confidence onto them through active participation.

Mata, Pedro, and Peixotoa, (2018) stated that parental involvement encourages parents to spend more time talking and interacting with their children and become more aware of their social, emotional and intellectual needs at home as well as at school. They are the first teachers of their kids hence they should always participate in all aspects concerning them including learning during different stages of growth. The literature review points out how much parents can change socially early childhood development in Ghana through involvement but this is still obstructed by among others income disparities and cultural rigidity however research findings suggest that active participation from parents creates a strong foundation for learners' socialization skills.

2.4.3 Impact of Parental Involvement on Emotional Wellbeing

Kindergarten students' emotional well-being is affected by the involvement of parents. Baker and Soden (1998) and Raver (2002) present compelling evidence that a child's sense of security and self-esteem is boosted when their parents take a genuine interest in what they learn at school. This increase in confidence cannot be detached from resilience on an emotional level or positive orientations towards schools which

will in turn reduce factors such as school fearfulness or conduct problems. However, there have been warnings against becoming too involved given this knowledge. Over-involvement can destroy budding independence in children while also putting unnecessary strain on them, warn Mandel and Marcus (2005). According to these authors involvement should therefore empower rather than control a child's educational journey.

The association between parental involvement and children's emotional wellbeing has become the subject matter for many psychologists today who are interested in understanding human development. A child's emotional well-being involves his/her ability to recognize different feelings within oneself; relate with other people around him/herself such as family members, friends or teachers at school; handle difficult situations encountered either academically/socially among others. In most societies including Ghana where we come from, this aspect has not been given much attention but lately it is slowly finding its way into our education system under the theme „Emotional Intelligence“. Children need love, care, support, nurture from both parents throughout their lives so that they could grow up healthy physically, intellectually, morally even socially too. As Owusu-Ansah and Mji (2019) rightly put it “parental involvement influences positively on pupils' affective outcomes” (p 25).

Further still attachment theory can help us understand how close relationship between parent-child affects latter's feeling safe about themselves and other people around them. Bowlby developed this concept back in 1969 which states that infants must develop one special person with whom they trust especially during times of distress (Arpino et al., 2018). According to Ghanaian culture which nurtures communalism among its citizens such attachments may not only be limited immediate but also

extend relatives who are perceived as part wider community. Some examples include passing down cultural values through formal ceremonies like pubertal rites initiations into adulthood while others happen informally when people live together sharing life experiences that teach emotional control Kwankye (2018). Another theory known as social learning theory by Bandura suggests that children can learn how to react emotionally in certain situations from watching what their parents or primary caregivers do whenever they faced with similar challenges. Thus, in Ghanaian setting where most parents spend majority time taking care of children, it becomes imperative for them to know this since they become role models whom kids look upon during times of happiness, sadness, anger etc.

Social skills, and showcased better resilience in the face of adversities. Besides, a recent study by Boakye (2021) examining the urban context of Accra found that teenagers who came from households where open communication and emotional expression were encouraged had lower anxiety levels and showed fewer stress-related behaviors than their peers from less engaged families. This also applies to children's education. Such findings correspond with Amoah and Anane's (2019) claim that parents' support is indeed the foundation upon which children can build strong emotional structures.

2.5 Ways of Parental Involvement in Learning Activities

Many models have been made to show the forms of parents' involvement that affects student achievement, satisfaction with school and overall development positively. One of the most influential models is Epstein's (1995) framework for parental involvement which is a comprehensive approach to building partnerships among schools, families and communities. Schools may use different methods under these

six types of involvement suggested by Epstein (1995) which serve as a basic plan for creating supportive environment in education needed for student success namely parenting; communicating; volunteering; learning at home; decision-making and collaborating with community. Each category provides an area within which teachers can collaborate with parents to support students' educational journey.

Epstein points out that these six types should not be seen as separate entities because they interact with each other significantly (Epstein, 1995). Nonetheless, this framework has gained worldwide recognition for providing an organized approach through which schools can think about how they engage parents systematically. Parental involvement in education is multi-dimensional involving various practices such as parental aspirations regarding their children's schooling, communication with teachers, helping children at home with homework among others. Different categories emerge from a study conducted on Ghanaian kindergarten landscape all of which impact on children's learning in different ways. One example is „at-home involvement“ where parents use established routines like regular reading sessions or assisting kids complete assignments, academically related tasks through discussions (Boampong, 2021). The home has been found by some researchers to be crucial for language development especially during early years therefore what happens there sets pace for subsequent formal education (Boampong 2021).

There are several ways in which parents can participate in their child's education according to various researchers. For instance, Kocyigita (2015) states that there are five forms of parental involvement including family educational activities, family communication activities, involvement of parents in educational activities, home visits and involvement of parents in administrative and decision-making processes.

The Ghanaian education system has created many opportunities for parents to engage effectively in the educational process. These include PTA involvement and conferences, SMC meeting, SPAM among others. Other practices may be individual efforts on the part of parents such as learning at home or maintaining effective communication with the school to ensure children needs are provided for.

Some other school-based activities where parent involvement is needed include attending parent-teacher meetings, volunteering in class rooms or participating in school governance leadership roles since this not only offers support but also provides insights into their children's school experiences as well as the wider educational process. According to Mensah and Adjei (2020), active parental participation within kindergartens is associated with increased motivation levels among Ghanaian students. Parenting style also contributes significantly to pedagogy and children's learning outcomes, particularly authoritative parenting, which is characterized by high responsiveness and high expectations; this parenting approach has consistently been associated with positive academic achievement and socio-emotional development among young children (Baumrind, 1991; Spera, 2005). This therefore allows values to be taught continuously alongside creating a conducive environment for learning.

Positive collaboration between Ghanaian parents' teachers should always be based on open lines of communication which serve as solid foundations for partnerships aimed at fostering positive student outcomes. It further gives room for sharing expectations among parties involved while negotiating student needs vis-à-vis aspirations identified by both sides hence leading to realization of holistic development among learners from different backgrounds Akeyi (2017). In any society, the socio-economic status of families determines to a large extent how much they can be involved in their

children's education. This is also true in our country where economic disparities affect parental capabilities to participate actively in the schooling process due limited financial resources as well time constraints faced by low-income earners; Obeng (2022).

Educational involvement reflects cultural values that shape people's understanding of what it means to educate someone or be educated oneself depending on who you are within a given community setting. For some parents this may involve sending their kids abroad for studies while others will prefer enrolling them in nearby schools but whichever decision is reached it must always be taken into consideration, Gyasi (2020). Traditional Ghanaian values regarding education view it as a collective responsibility involving not only parents but also extended family members and even the whole community at large according to findings done by researchers such as Gyasi (2020). These findings indicate a close relationship between parental involvement and cultural, economic as well educational aspects within kindergartens situated in Ghanaian localities.

2.6 Parent-Teacher Communication

Nowadays, „parent-teacher communication“ is more than just a name. It has become an important part of the education process for young students in particular, and thus a multifaceted activity in itself. Many experts and educational theorists have stressed the importance of this communication as being key to success among students. Parent-teacher communication means that both sides talk about a child's academic or social development by sharing information, ideas and emotions with each other. Epstein (2011) says this is necessary because it creates a working alliance that grows around student learning. Additionally, research carried out by Henderson and Mapp

(2002) supports this idea when they found out how much higher children perform academically if there is strong collaboration between home environment and school setting; which requires regular contact between two environments so related.

Communication between parents and teachers can take different shapes such as meeting face-to-face conversations, reports written, emails, phone calls plus digital platforms like school management systems or even social media nowadays (Roth 2016). Ferlazzo (2015) suggests that inclusive education needs real-time continuous dialogue which can be enabled through various technological advancements brought forth by the digital era which has transformed traditional interaction patterns into numerous opportunities for engaging in conversation at the same time over distance apart. Hence making learners feel part of one family where everyone matters most. Communication about academic expectations and achievements represents what parents tell teachers while communicating with them. Timely accurate feedback concerning student progress may act as a preventive measure against educational failure thereby giving room for improvement later on (Stevens & Tollafield, 2013). In their homework study, Patall, Cooper and Robinson (2008) realized effective parental involvement was achieved when teachers shared information regarding tasks set for completion after classes.

Modes of interaction between parents and teachers were largely shaped by changes in communication channels overtime. Goodall Montgomery (2014) asserts that digital communication supplements traditional face to face meetings by adding speed, and convenience to them. However, some scholars warn against an overdependence on technology due its potential exclusionary nature, since not all families may have equal access digital devices which could further aggravate disparities already existing

between different social groups within a given community, Warschauer Matuchniak (2010). Even though many benefits are known about parent teacher communication, effectiveness still remain with few obstacles towards achieving this goal. Cultural linguistic diversity might cause misunderstanding or unwillingness to participate, Ladson-Billings (1995). Hornby Lafaele (2011) also pointed out that poverty, history of negative schooling experiences can hinder robust involvement in these initiatives.

Psychology has an important role to play when it comes down to parent-teacher communication According Santrock (2007), emotional support from parents acted as buffer against academic-related stresses among students through teachers' input. Additionally, the relationship between the teacher and the parent can be used as a model for healthy human interaction thus fostering emotional skills necessary for success outside school setting. Bronfenbrenner & Morris (2006). Nevertheless; establishing effective working relationships with parents poses certain challenges too, Lareau (2000). According to Bauch and Patricia (2001), critics may assert that giving too much attention to parent-teacher communication might infringe upon the independence of teachers or lead to relying excessively on parental input. However, Hill and Taylor (2004) argue for a delicate balance between these two extremes where teachers' professional boundaries are not breached while at the same time respecting parents' insights into their children's education.

The best ways of implementing parent-teacher communication include having regular, truthful, and positive talks; as well as Goodall and Montgomery (2014) recommendation that all educators should be trained on how they can effectively communicate with parents. Another useful strategy is tailoring approaches basing on individual student needs and those of their families which aligns with differentiated

instruction model by Tomlinson and Imbeau (2010). Among the most important aspects about parent-teacher communication is inclusivity; sharing power equally among parties involved so that no one feels left out or less important than others. Epstein's model on overlapping spheres of influence (2011) illustrates this interdependence between home, school and community towards enhancing student achievement.

In addition, future developments in technology are expected to significantly impact this area of education through providing more advanced platforms for collaboration hence educational institutions need not allow digital divide worsen inequalities among learners (Warschauer & Matuchniac 2010). Virtual conferences between parents and teachers coupled with online portfolios for students are some good examples where technology has been utilized to improve Grant and Ray (2010). Theoretical work done by Bronfenbrenner's Ecological Systems Theory (1979) lays emphasis on mesosystem interactions which refer to exchanges within child's immediate settings like family units interacting with school systems toward fostering both socialization skills and development necessary for successful academic undertaking thus indicating its role in the learning process. Such parts of learning ecosystems cannot be overlooked when evaluating their profundity as well quality because they touch directly at the heart level where most learning takes place.

Therefore, drawing from various research studies conducted so far there is ample evidence suggesting that indeed strong parent-teacher communication fosters positive educational outcomes (Hill and Taylor, 2004). Jeynes (2007) conducted a study which showed that when teachers communicate frequently with parents about students' performance at school such involvement can lead to increase in student achievement

and also influence behavior positively besides enhancing attitude towards school work. On the contrary, disengagement sets in when there are no enough channels through which these two parties can share information concerning learners' progress thus causing decline in academic performance.

Opare (2006) acknowledges the traditional role played by Ghanaian families in children's education but also highlights its impact on their learning process. The author points out that even though teachers and parents understand each other very well, it lacks formalization within rural areas of Ghana where this relationship should be more structured and regularized. Similarly, Akyeampong (2009) identifies language barrier as among major challenges hampering effective communication between schools and parents while noting low levels of literacy among some parents coupled with absence of clear policies governing such formal interactions; findings echoed by Addi's argument for communication being seen as key element in any educational reform agenda within the Ghanaian context (2011). This means systems change must promote inclusivity while recognizing socio-cultural dynamics that exist during implementation phase according to Addi's view.

Based on the necessary for effective parent-teacher communication. Adu-Ababio and Agyemang (2014) argue that there is a need to establish community-based support systems such as school management committees and parent-teacher associations. These systems can provide a platform for parents and teachers to collaborate on issues affecting the education of their children. Similarly, according to Ozmen et al. (2016), language barriers can hinder effective communication between parents and teachers in Ghana. In some cases, teachers may not be proficient in the local languages spoken by parents while parents may not understand English, which is the medium of instruction

in most schools. Therefore, it is important for schools to employ bilingual teachers or interpreters who can facilitate communication between the two parties.

Additionally, socio-cultural factors also play a role in parent-teacher communication in Ghana. For example, Quaicoe (2015) asserts that some Ghanaian parents may feel intimidated by formal educational settings and may not actively engage with teachers. This could be attributed to cultural beliefs that regard education as solely the responsibility of teachers and view parental involvement as interference. To address this challenge, Quaicoe suggests that schools should create inclusive environments where parents feel valued and empowered to contribute towards their children's education. Furthermore, Epstein (2011) states that lack of trust between parents and teachers can undermine effective communication in schools. Parents may perceive teachers as unapproachable or biased while teachers may view parents as disinterested or uncooperative. Therefore, building trust through open and transparent communication channels is essential for fostering positive parent-teacher relationships in Ghanaian schools.

Like anywhere else globally, the Ghanaian educational system thrives on cooperation among various players including teachers and parents who contribute significantly towards its success. In this regard, one needs to appreciate how vital effective communication between these two parties is within such an environment aimed at promoting academic excellence as well as all round development in learners. Parent teacher communication remains one among many factors upon which a child's achievements may be pegged. Opare (2006) underscores the traditional role of the Ghanaian family vis-a-vis children's schooling noting that though there is a shared

understanding between teachers and parents on what needs to be done; formalization and regularity often lack especially in rural areas of Ghana.

The nature of interactions between parents and teachers has been greatly affected by the evolution of communication modes. Digital platforms such as school management systems and educational apps have made synchronous and asynchronous communications easier. As Goodall and Montgomery (2014) assert, digital communication complements traditional face-to-face meetings effectively because it is immediate and convenient too. Nevertheless, the literature warns against overdependence on technology since it may not be accessible to all families equally thus worsening existing inequalities (Warschauer & Matuchniak, 2010). Even though there are many benefits associated with parent-teacher communication, several obstacles to its effectiveness still exist. Different cultures and languages may result in misunderstandings or unwillingness to participate (Ladson-Billings, 1995). Hornby and Lafaele (2011) also point out that poverty levels coupled with past negative experiences in school can inhibit meaningful engagement too.

Additionally, structures should be put in place through adopting Epstein's model towards establishing structured strategies within Ghanaian schools that enhance effective communication among stakeholders involved in education provision process. For instance, incorporating volunteer programs might necessitate frequent interactions between parents-teachers thus leading to better understanding of each other's roles within schools. Akyeampong (2009) further states that there are challenges with regard to information flow between schools and parents in Ghana. The author points out linguistic barriers, parental literacy levels as well as lack of formal communication policies which contribute significantly towards this gap. This

aligns with Addi's (2011) argument that educational reforms should address communication as a core factor for educational development within Ghanaian context. What Addi means is that systemic changes need to provide clearer channels and methods that are inclusive of socio-cultural dynamics at play too.

There are many other challenges when it comes to effective parent-teacher communication in Ghana which have different dimensions. According to Adu-Ababio and Agyemang (2014), most schools especially those located in rural areas lack the necessary resources for regular structured interaction between teachers or educators on one side; parents on another side. In addition to this, work schedules coupled with socio-cultural beliefs about roles of teachers vis-a-vis those caretakers might also affect smoothness during such interactions hence becoming obstacles themselves even before they begin being seen as hindrances again later after trying all possible ways. This view is supported by Akyeampong (2011) who suggests that some parents feel left out or intimidated by school structures thereby suppressing free-flowing conversations even further if not altogether killing any chances whatsoever at having open communications between schools and homes too.

Furthermore, Acquah (2010) argues that language proficiency among non-English speaking communities poses serious challenges when it comes to understanding instructions given by teachers using English language instruction manuals mainly because parents cannot comprehend them fully well enough due partly lack appropriate skills needed here while others being unaware about what exactly should be done given their limited exposure towards English language thus making these things hard understand indeed!

To discover the methods that can be proposed to enhance communication between parents and teachers, Boakye (2017) recommends the adoption of local language in parent–teacher conversations. This may lead to a more comprehensive and successful system of communication. Moreover, Koomson et al. (2018) propose that traditional involvement of parents in schooling like attending events at school or contributing to manual work during construction can create a good basis for improving communication. Quaicoe and Pata (2015) state that although technology is not available countrywide, it still remains one useful way which can be used for effective communication improvement across all sectors including education where they suggest use of technological devices such as computers among others should be put in place so as to facilitate easy sharing information between schools and homes by parents on their children performance through online platforms even if they are located far away from each other but connected through internet service providers because this will make them stay updated about what is happening at school.

In order to improve communication between parents and teachers, Boakye suggests using local languages during parent-teacher interactions (Boakye 2017). This will ensure inclusivity and effectiveness in the process. Additionally, according to Koomson et al., traditional forms of parental involvement in schools like attending school events or contributing manual labor towards construction works could help foster better relationships among all stakeholders within an educational setup especially those involving students’ families (Koomson et al., 2018). Notwithstanding its non-homogeneity across the nation thus making it inaccessible universally; technology is also seen as another important tool through which communication can be enhanced as pointed out by Quaicoe and Pata (2015) suggest that there are cheaper,

but still effective ways to improve communication about students' grades and attendance.

2.7 Challenges of Parental Involvement

The participation of parents in the early education of their children is widely recognized as an essential component for academic success and overall development. As much as we acknowledge positive aspects of parental involvement, it is also important to consider factors that hinder maximum participation. There are many Ghanaian parents who face socio-economic challenges which make them unable to actively participate in their children's education (Quan-Baffour & Romm, 2015). Poverty, illiteracy and work-related time constraints can greatly affect both quality and quantity of parental involvement. These problems may worsen educational disparities thereby demanding comprehensive investigation so as to improve policy interventions.

In Ghana, involvement by parents during kindergarten level is marred with strains that have consequences on education outcomes and national development at large. A massive percentage of Ghanaians live under poverty line where they struggle to make ends meet. According to World Bank's report on Ghana, significant number of people suffer from financial hardships (World Bank, 2020). It therefore means that sometimes families have no option but choose between immediate survival or educating their children. In such situations parents work long hours especially in informal sectors due to low wages which drain them physically making it difficult for them to find any energy left after meeting basic needs required by the family thus failing to engage in their child's education.

Moreover, UNESCO (2014) points out that some of these parents are uneducated hence do not understand why they should send their kids school, more so at the kindergarten level. Also, the expectation fees from schools puts off those coming from poor backgrounds further widening gap (Grant & Ray, 2010). Cultural norms and values play a significant role in shaping family structures and roles in Ghana. Traditionally, extended families are responsible for bringing up children according Lareau (2000). While this can be an advantage, it conversely disperses parental directness towards formal schooling sometimes making feel less obligated (Akyeampong, 2009).

Additionally, the linguistic diversity of Ghana where many ethnic languages exist side by side with English being the official medium of instruction poses another challenge. A lot of parents in Ghana have poor command in English language which makes it difficult for them to assist their children carry out educational activities at home (Casely-Hayford & Lynch, 2013). The situation is also not any better with non-English speaking parents who may struggle due to various factors such as multiple local languages being taught alongside English which is used as a means of communicating during lessons (Kwame, 2018). Moreover, lack of formal education among some parents breeds fearfulness when dealing with teachers and other school staff (Amoah et al., 2019). The educational facilities available in Ghana do not create a conducive environment that would enhance more interactions between schools and families from different backgrounds. For instance, some schools are overcrowded while others lack basic resources especially those located in remote areas (Ananga, 2011). This puts pressure on teachers who end up having limited time or motivation for encouraging parental involvement because they are overwhelmed by large numbers.

In Ghana also, cultural norms assign certain parental roles which may hinder their involvement in kindergarten education. The authors, Akyeampong and Rolleston (2014) state that mothers are usually responsible for education under customary gender expectations while fathers are mandated to provide for the family financially. This division along gender lines limits father's participation in school activities as it puts extra pressure on mothers who may already have too much work at home. Such social systems therefore decide who will be involved with a child's learning and how much of it should they do; this is more common in areas like Nанumba South District where rural life thrives better than anywhere else. Local languages spoken being given priority over English-dominated curriculum used within schools creates linguistic barriers (Asante & Asante, 2014). Another problem stated by Takyi (2015) is that parents lack resources due to their economic status hence cannot enhance home based education for their children.

The design of Ghanaian educational system also affects parent's involvement towards kindergartens. Twum-Danso (2009) points out that parents' traditional pedagogical knowledge clashes with what they see as alienating formal setup thus making them not feel comfortable or understand it at all. Sometimes there might be policies encouraging engagement but teachers fail to implement them consistently because most have not received enough training about how best to involve different groups of parents into these programs effectively (Mfum-Mensah, 2005). Parents therefore feel excluded when institutions set rules without considering their needs since this widens the gap between policy makers and implementers which in turn makes them less participative actively during early years schooling. This can be related to socio-economic factors like poverty which forces one to spend many hours working so as provide for family needs or lack confidence due to one's own level of education

background (Hornby & Lafaele, 2011). However, culture and language play significant roles on whether parents will take part in their children's education or not especially when living in multicultural societies where Turney and Kao (2009) argues that there is more than one dominant language.

For schools to foster parent involvement, effective communication is key. Owusu-Ansah and Mji (2013) emphasize that poor strategies of communicating are responsible for non-participation among parents in schools. Educationalists must address this issue since teachers find it hard conversing with guardians who speak different languages from them especially those residing in rural settings where most locals use vernaculars which complicates matters. Further still, leaving out kindergarten instructors and the family home as participants may lead some moms or dads feeling disconnected about what should be done concerning their child's education while others remain uninformed. In addition, according to Mprah (2018), an imbalance between parents' levels of education and those of teachers can discourage parental involvement. Amoako-Asiedu (2021) adds cultural predispositions towards roles can sometimes hinder parental engagement as some believe that sole responsibility lies on formal schooling system.

In terms of policy, Ghana's Free Compulsory Universal Basic Education (FCUBE) programme is a step towards making education accessible. However, Anamuah-Mensah (2005) criticizes that there is a lack of policy provisions for structured parental involvement frameworks within schools. Furthermore, teachers are not well trained on how to enhance involvement by parents which is confirmed by Akyeampong's (2011) findings. Non-governmental organizations have been instrumental in addressing challenges experienced in parental involvement. Some of

these initiatives include the Ghana Education Service intervention that focuses on community participation and support for schools (Ghana Education Service, 2012). Nevertheless, according to Quansah (2017) NGOs' efforts lack coordination and sustainability thereby causing occasional improvements rather than systematic changes.

Parental involvement in early childhood education in Ghana faces many challenges arising from socio-economic, cultural and policy related factors. Socioeconomic status, language barriers, parents' level of education ethnicity and cultural disparities and logistical constraints are some examples of these challenges. According to Mayo and Siraj (2015) poverty is usually accompanied by stressors like working hard to make ends meet and mental health issues that can negatively affect parents' self-perception or self-worth as parents who care for their children even when struggling to support them. Similarly, Hill and Taylor (2004) argue that being poor affects mental wellness in a way that may reduce parental involvement with school activities because they become too physically tired from working multiple jobs just to provide food which leads them having less energy left over each day after completing all necessary tasks required by living paycheck-to-paycheck.

But Lee and Bowen (2006) also found out that parents may participate in different ways in different ethnic families. Different backgrounds can give them diverse motivations for their involvement in children's learning. Some families do not know how to relate with schools because of language barrier. They don't bring translators or bilingual staff who can help smoothen communication between them and schools, which leaves many questions unanswered. The level of education among these parents can hinder their participation towards their children's success at school too, since they

might have had poor upbringing themselves or lacked academic qualifications (LaRocque et al., 2011). In some cases, parents who live far away from towns or rural areas may not see any value attached to education hence lack interest when it comes to supporting their kids' schooling. Another thing is that according to Lee and Bowen (2006), parents might develop negative attitude towards schools due to past experience.

Okeke (2014) carried out his research using thirty participants from London primary schools where three questions were asked about improving parental involvement and what approaches should be taken? "Most parents do not always know how to get involved" was found to be true in the results. Many parents have a desire of being part of their children's education but some feel frustrated by how schools are organized since they don't involve every parent equally. According to Okeke's findings, it is therefore necessary for schools to adopt certain strategies that will facilitate parents' active participation in school activities so as enhance their children's learning. If these strategies are not implemented effectively, then parents will remain ignorant about them thus leading into non-involvement with schooling matters as highlighted by his study (Okeke, 2014).

There are several hurdles that have been identified in a number of studies regarding him: no babysitting (Okeke, 2014), education jargon is scary (Byrd, 2011), no parent-friendly school welcome policy (Okeke, 2014), feel like an outsider (Yoder & Lopez, 2013), do not know what to do (Okeke, 2014), age of parents (Yoder & Lopez, 2013), intimidated by the day-to-day operations of the school (Okeke, 2014), speak different language (Yoder & Lopez, 2013), lack resources (Yoder & Lopez, 2013), and have no time (Okeke, 2014). All these barriers inhibit effective parental involvement hence

posing a challenge to both parents and schools which are striving towards it. These visible challenges outlined directly diminish the educational outcomes achieved by students. Yoder and Lopez (2013) thus argue that there is need to bring in light among parents with regard to many obstacles that can hinder their participation in school and programs for their child/children.

Moore (1990) also identified five additional barriers that impede or prevent parental involvement apart from those related to him. They include physical distance or psychological gap between teachers and families; insufficient availability of structured professional development pathways designed for educators; ethnic as well as socio-economic biases among other things; limited views on what constitutes parent involvement; perceiving schools only about giving instructions therefore not being able access them beyond that point because they do not think there is anything else they can offer from where they are coming from according his study findings. McMillian (2005) recognized workload increment during implementation period could act as a disincentive towards parent interventions together with possible boundary problems between staffs and parents according To McMillian (2005).

Nevertheless, although everyone agrees on how important parental involvement is, there are certain challenges that hinder its effectiveness in in the Ghanaian context. economic difficulties pose as one of the biggest barriers; when parents are compelled to strive for livelihoods, they may lack time or energy for engaging with their children emotionally (Agyeman, 2020). Urbanization and acculturation-induced social changes have brought about family structure dynamics which complicate traditional ways of being involved as a parent (Mensah & Adjei, 2021). In addition to this, another aspect worth discussing would be alignment/misalignment between educational systems and

family emotional support. According to Koomson (2019), Ghanaian schools' emphasis on academic excellence, this might inadvertently neglect socio-emotional nurturing but still proactive parental participation can bridge that gap leading to an environment where both intellectual growths thrive.

Therefore, it becomes necessary to think through how these challenges could be addressed. Even though there are recommendations from literature include setting up programs for educating parents on importance of emotional backing and practical strategies for implementing it within prevailing limitations (Danso, 2020). There is also need for policy reforms which advocate family-friendly work environments so that parents can harmonize competing demands of employment vis-a-vis domestic life (Ayee & Agbenyega, 2018). Moreover, aligning interventions done at school level with what families are doing could help in nurturing emotional wellness among Ghanaian kids. For instance, adding parental involvement modules into curriculum will ensure educational and home settings are more synchronized towards promoting social -Ems (Quartey & Maundeni, 2021). The question still remains as to whether these recommendations fit into the narrative of the Nnumba South District. There is therefore the need for this investigation so that specific recommendations and strategies that can be designed that meets the needs and are practical within the district.

2.7 Strategies for Improving Parental Involvement

Improving communication between schools and parents is the key to fostering parental involvement. This can be achieved through regular, clear and accessible channels of communication that help demystify education for parents and make them feel part of it (Henderson & Mapp, 2002). Besides, approaches aimed at creating

interpersonal relationships such as parent-teacher meetings; family workshops among others foster an environment that welcomes active participation from parents towards school activities (Epstein, 2010).

Equipping parents with skills and resources necessary for supporting their children's learning at home also plays a significant role in this aspect. For instance, Harris and Goodall (2008) noted that by organizing workshops and informational sessions which educate parents about kindergarten curriculum or effective teaching practices at home would greatly enhance confidence levels as well as ability to reinforce what has been learnt outside class hours. Supplementary materials like books or educational games should also be made available to them so as to ease their involvement into these activities thereby making it more meaningful in terms of child's educational development (Fantuzzo, et al, 2004).

Schools need to show flexibility when dealing with parental involvement due to different family needs. To do this, they may adjust meeting schedules for working parents; offer translation services together with bilingual materials; provide child care during school events among other strategies Turney and Kao (2009). Additionally, recognizing cultural capital brought into education settings by diverse groups of people including mothers and fathers is important too if an inclusive and supportive environment is going to be created within schools (Gonzalez et al., 2005). Moreover, good leadership within schools plays a great impact when it comes down on prioritizing parental involvement where policies must reflect, so does practice that embed involvement as part of ethos along curriculum lines (Goodall & Vorhaus, 2011). Leaders should ensure staff are trained in dealing effectively with parents thus having coherent approach across all levels Bryk et al (2010).

With the introduction of digital technology, new ways can be employed for parents' participation in their children's education. Olmstead (2013) observes that online platforms, mobile applications, and social media serve as powerful channels enabling schools to both inform and actively involve parents in ongoing educational processes, thereby providing timely updates not only on institutional developments but also on individual student performance.

According to this author these solutions offer a convenient direct route towards educational content access along parent-teacher interactions which are vital aspects towards enhancing parental involvement. However, every strategy used to foster parental involvement should be attuned with specific kindergarten context as well community within which such an institution operates. Cultural sensitivity should therefore be emphasized at all times since there is no one approach that can work alone without others Kim and Hill (2015). In the light of these findings therefore it would appear more viable if multiple approaches involving effective communication, provision of resources, flexible policies and innovative use of technology are adopted so as significantly increase rates of parental involvement.

Promoting and sustaining parental involvement in the education of kindergarten students is difficult but necessary. Schools can create an atmosphere where parental involvement is not only welcomed, but thrives by opening up channels of communication, providing the resources necessary for parents to participate and the training to use them, being culturally sensitive when interacting with families from different backgrounds, putting supportive policies into practice within schools and capitalizing on technology. Inclusive strategies that cater for diverse socio economic and cultural backgrounds of families must be put in place if effective parental

involvement would be achieved within the Ghanaian societal framework. For example, Opoku-Asare et al., (2015) suggested that having flexible school schedules or conducting parent-teacher meetings outside working hours could accommodate working parents. Education programmes designed to bridge the knowledge gap between parents and educators are important; these could include workshops and seminars among others which are meant to equip parents with skills of how best they can support their children's learning at home as Aidoo (2019) found.

According to Bingham and Abernathy's (2007), researches have indicated that student achievement rates are influenced by levels of parent participation in schooling activities hence showing a positive relationship between these two variables becomes vital. When parents engage themselves actively into what their children are doing at school, they tend to build on knowledge acquired there leading into better performance even outside classrooms. Supporting this idea is also the fact that through taking part in career fairs or other community events sponsored by schools; it helps children understand more about different careers available which may contribute towards shaping brighter future for them academically too. In addition, it prepares them well enough for high levels of schooling later in life.

Based on Kocyigita (2015), teachers solved problems through educational practices by working together with parents, having more learning events, changing the dates for educational activities, referring to a school counselor among others. Administrators addressed their challenges by altering classroom schedules, involving other parents and school counselors as well as making complaints to all parents while parents dealt with this issue by requesting for educational opportunities and sharing their concerns with teachers and administrators. Teachers resolved family communication issues

through phone use, creating a friendly environment that promoted easy communication, selecting the appropriate medium of interaction with each parent and attempting to contact them over weekends. In addition to this, administrators gave more time for outreach programs; made the notice board eye-catching and updated it while teachers used contacts with other parents when children were being dropped off or picked up so as to sort out their problems.

The report also highlighted how other problems related to parental involvement in children's learning can be addressed (Kocyigita, 2015). According to him: Teachers managed their challenges by identifying willing parents who can assist or participate in events; difficulties of getting parents involved in both class-based tasks and activities outside class could be overcome if they recognize that children perform well when mothers or fathers take interest in what they do at school; administrators should talk about events during meetings etcetera. Parents suggested that they should not pay any extra fee besides what is paid for students if they want to go for field trips while participation in out-of-class programs could be solved through counselors helping children who find it hard separating from them.

Again Kocyigita (2015) pointed out that teachers may have difficulty with home visits but this can be solved by letting parents know how much these visits contribute towards academic performance of their kids i.e., one parent directs another where necessary thus addressing family involvement in institutional processes whereas administrators appreciate requests, listening to the needs concerning decision-making should involve them too. According Waanders et al. (2007) teachers need to be aware of economic and social factors influencing parental involvement which in turn leads to positive attitudes for effective parental involvement.

Huang and Mason (2008) stated that parents need motivation for participating in family literacy activities and being involved in their children's learning. Consequently, the research proposes three factors that help to inspire and motivate parents. First of all, they must create partnerships with others; this can be done through schools or teachers. They believe that good relationships with teachers and other parents increase parental involvement. Therefore, when working with teachers and other parents, it was suggested that these programs encourage them to participate more in parent education such as family literacy workshops or PTA meetings where educational programs enable them support each other while learning together too. As a result, school should offer families service opportunities where both can meet to discuss, connect, and take part make decisions to help each other. The second factor of motivation according to Huang and Mason (2008) is strategies for parents to influence their children's learning. Parents need awareness on how they can provide support for the achievement of their kids' education success. Hence these calls for knowledge about what works best in terms of time and resources is also a consideration that should be given to work arrangements among others. Parent involvement programmes may include seminars on literacy, training sessions on home visits, daily take-home activities, classroom volunteering opportunities among others.

The third element which empowers as well as inspires parental involvement towards ensuring that their children learn and excel in school is educational programs, this is according to Huang & Mason (2008). When parents have confidence levels about academic performance then it means they are likely going to assist them achieve success. Parents too are motivated by higher learning outcomes for their children. Some of the things which school should put into place so that kids can excel

financially include teacher qualification, curriculum, teaching materials, standardized tests, appropriate class size Cankar et al. (2012).

When a school provides necessary resources needed for success in student's learning process then those pupils' parents feel motivated hence participation becomes inevitable. Huang & mason (2008) found out that: providing many different types of educational programs for children; being aware of issues related to children's academic achievement; expecting high academic standards from pupils promotes parental involvement. Similarly, according to Cankar et al. (2012) More involvement in education by parents is a result of the desire for their kids to perform excellently academically, while Waanders et al. (2007) stated that Parents who believe in the importance of education are more likely involved in educational activities but those who think teachers should do everything concerning teaching may not get interested

According to Wherry (2009), there are several barriers to parental involvement. To overcome these barriers, schools need to have a welcoming climate where school staffs are friendly and attentive towards parents' needs. Additionally, teachers should foster polite bidirectional communication between the home and school through administrators. Teachers and parents must cooperate for the child's achievement in school and trust should be the basis of this relationship. Trust is important for creating teacher-parent partnership commitments (Mahmood, 2013). It should be noted that mutual trust building needs joint efforts from both sides i.e., teachers and parents alike.

Cankar et al. (2012) also found that regular communication between parents and teachers helps build trustful relationship which are accountable as well. Spann et al., (2003) has given several suggestions on how schools can involve families in their

activities but one thing is clear; according to them it's only through quality contact that this can be achieved. In other words, inviting parents to participate more frequently into school events or programs will lead to increased involvement by such parents thus enabling them give feedback regarding educational options made about their children besides motivating them, take actions that meet their self-interest too. According to Spann et al (2003) home-school connection report, the researcher discovered that most effective home-school communication occurs by frequently involving child's teacher or paraprofessional.

2.8 Summary of the Review of Related Literature

The reviewed literature underscores the critical role of parental involvement in enhancing the learning experiences and developmental outcomes of kindergarten learners. Guided by Epstein et al.'s (1997) Model of Parental Involvement, the study situates parental engagement within six interrelated dimensions parenting, communication, volunteering, learning at home, decision-making, and collaboration with the community which collectively provide a comprehensive framework for understanding how parents contribute to children's early learning.

In relation to the first research objective, the literature reveals that parents support their kindergarten wards' learning primarily through effective parenting practices and learning-at-home activities. Creating supportive home environments, establishing routines, providing emotional support, and assisting with basic academic tasks such as reading and homework are consistently identified as key ways through which parents enhance children's cognitive and socio-emotional development. Studies indicate that when parents are well-informed and supported by schools in child-rearing practices,

learners demonstrate improved academic performance and positive attitudes toward schooling.

Concerning modes of communication between parents and kindergarten teachers, the literature highlights communication as a central pillar of effective parental involvement. Various channels such as parent–teacher conferences, PTA meetings, report cards, telephone calls, and home visits are commonly used to share information about school activities and pupils’ progress. Effective, two-way communication strengthens home-school partnerships, increases parents’ awareness of their children’s educational needs, and motivates them to participate more actively in school-related activities.

The literature also identifies several challenges that hinder parents’ involvement in their wards’ learning activities. These challenges include limited parental education, time constraints due to work and household responsibilities, inadequate communication structures, and socio-economic factors. Cultural beliefs and limited access to community and school resources further constrain parents’ ability to engage fully in their children’s education, particularly in rural and peri-urban contexts such as the Nanumba South District.

Finally, strategies for improving parental involvement emphasized in the literature include strengthening school-parent communication, providing parent education and training programmes, encouraging volunteering, involving parents in decision-making processes, and fostering strong collaborations between schools and community institutions. When schools adopt inclusive policies and actively engage parents as partners in education, parental participation is enhanced, leading to improved learning outcomes for kindergarten pupils.

Overall, the reviewed literature establishes that parental involvement is multidimensional and context-dependent. Epstein et al.'s (1997) model provides a useful theoretical and conceptual foundation for examining how parents in the Nanumba South District support learning activities, communicate with teachers, navigate challenges, and adopt strategies to improve their engagement in the education of kindergarten learners.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

The procedures and techniques used by the researcher to accomplish the study's objectives and provide answers to the research questions make up the methodology. It contains the research paradigm, research approach, research design, target population, sample and sampling methods, data collecting tools, validity and reliability, data collection procedures, data analysis procedures, and ethical considerations.

3.1 Research Paradigm

Pragmatism is the guiding philosophy for this study. The ontological positions of pragmatism lie between positivism and interpretivism. Positivism takes facts as objective and independent of any one person's subjective feelings or values. Conversely, Tamanja (2018) states that under interpretivism, there are multiple subjective realities composed of narratives or meanings people create in their everyday lives within certain contexts. It is about applications and finding most appropriate answers to problems. Pragmatism focuses on what works best, achieved through combining methods to yield useful solutions in studying phenomena (Tamanja, 2018).

In recent times, a number of different social research disciplines have increasingly embraced a pragmatic base. For example, Biesta (2010) argues for an educational research approach which is sensitive towards the intricate nature of practice in education characterized by complexity, uncertainty and value-laden. Philosophical standpoint of pragmatism becomes instrumental in grounded theory development as a research method that builds theories from data collected during fieldwork activities.

According to Charmaz (2014) constructivist take on grounded theory, acknowledges interpretative potentiality inherent in knowledge production thus aligning it with contingencies based on pragmatic epistemology about contextuality of understanding things. Ethical concerns within social inquiry also lend themselves well to being understood through the lens of pragmatism.

It has become increasingly common in many areas such as education where teachers must deal with complex diverse environments of everyday life while still trying to teach children basic skills necessary for survival within society. This can often lead them into conflict situations however if they do not adopt some form or another then no learning will occur at all because students don't know how to relate abstract concepts being taught back onto their own experiences thereby making it impossible subject matter. Furthermore, without adopting such approaches there would be no effective way to communicate these ideas across cultures, since different communities have varying needs and perspectives in understandings ways of communicating information etc., this therefore makes sense why pragmatics have been used more frequently over recent years than before especially seeing that they enable people communicate effectively across different communities.

3.2 Research Approach

The main aim of this study was to investigate parental involvement in learning activities among kindergarten children in the Nanumba South District. In order to achieve this, the researcher used the mixed methods design. Consequently, the research incorporated both qualitative and quantitative datasets, with analysis techniques tailored to each type of information. Qualitative data was collected from open-ended interview questions while quantitative data was collected from close-

ended questionnaire. According to Creswell and Plano Clark (2018), mixed methods refer to an approach where researchers collect, analyze and integrate both quantitative as well as qualitative data within one study or across several studies. It is most appropriate when either quantitative or qualitative methods alone are insufficient for making sense out of the complex nature inherent in any given research problem (Johnson & Onwuegbuzie, 2004). The simultaneous application of different methods helps cross-validate results leading to more credible conclusions (Teddlie & Tashakkori, 2009).

Dual design mixed-methods foster originality and inventiveness during research planning thereby offering fresh insights which might remain hidden under mono-design approaches. As Greene (2007) asserts its multi-faceted nature in terms of collecting information, it's also known with regards to its ability to bring out various dimensions regarding a particular problem hence allowing for more creative analysis and interpretation of findings from such studies. This view supports the idea that the combination between measuring quantities using numbers together with understanding qualities through words may yield unexpected discoveries and theoretical developments; thus, all sides should be explored so as not to miss anything important along the way (Ivankova et al., 2006). It enables triangulation which authenticate Morse's (2015) claim that failure to do so weakens validity because conclusions must be supported not only by statistical facts but also reflect reality faced by those involved in the process.

Flexibility coupled with ability tap into strengths associated with both qualitative and quantitative aspects make mixed methods research rank high among other methodologies used for conducting studies. This combination comes in handy when

dealing with matters in education since numbers alone cannot tell the whole story (Johnson & Onwuegbuzie, 2004). For instance, through mixed methods approach; it became possible to quantify parental involvement such as its levels or indicators of measurement together with considering personal feelings from different teachers. Quantitative research is essential for working out how much parents are involved with kindergartens. For this reason, it can use surveys and questionnaires on a large scale to find out about frequency, duration and types of activity which parents undertake to support their children learn. Such approaches provide details like statistical analyses that show links between such activities and outcomes among early years pupils such as reading rates or maths abilities or social skills (Hill & Tyson 2009).

The value of such an approach lies in its ability to give a wide-ranging view, picking out patterns and trends within larger populations. On the other hand, qualitative methods enable researchers to get at what is happening from the point of view of those involved through interviews, focus groups and case studies (Goodall & Vorhaus 2011). Bringing together similar results produced by different means allows for greater depth perception about how parental involvement affect kindergarten children's learning experiences.

The reverse is also true where statistically significant findings may support themes found during interviews thereby rooting them firmly into actual life experiences (Tashakkori & Teddlie 2010). Qualitative inquiry design takes place within society and arises out of other people's views claims, Cleland (2017). "Evidence" means something quite different to a quantitative researcher than it does for one who uses qualitative methods according to Cleland (2017). A mixed-methods approach therefore aided the study since through quantitative research design objective

information was generated free from human biases while on the same vein, allowed for understanding individuals' perception about their world.

The mixed methodological framework fits well with investigating parental involvements among learners in lower primary level schools because it combines both depth-searching qualities associated with qualitative approach as well as wide-ranging capabilities inherent in quantitative methods. Thus, this methodological strategy has helped to appreciate many faces of the same phenomenon during the research on parental involvement in learning activities among kindergarten pupils within the district. As different stakeholders work towards improving foundational years' learning achievements, these mixed methods findings can be used to guide interventions that will enhance parental participation in children's learning activities in Nanumba South District.

Its adaptability was demonstrated through successful application across various sectors such as education, health care delivery systems, psychology departments or social sciences generally speaking. Bryman (2016) points out that there is need for flexibility when dealing with diverse real-world situations involving human behavior and social phenomena, hence mixed-method becomes handy under such circumstances. Comprehensive nature coupled with versatility makes it possible for researchers to tackle any complex problem within their scope of interest. The strength inherent in qualitative research lies on its ability to generate rich detailed descriptions according to Gall et al (2003). Qualitative inquiry design helps people understand how they see things around them besides reflecting on what happened during their interaction with different objects while quantitative approach yields more objective

data which cannot be influenced by personal judgmental attitudes thus giving this study double barreled advantage

3.3 Research Design

This study adopted a convergent parallel mixed methods research design to examine parental involvement in learning activities among kindergarten learners in the Nanumba South District. The convergent parallel design was considered appropriate because it allows the researcher to collect quantitative and qualitative data concurrently, analyze them separately, and then merge the results for comprehensive interpretation and triangulation of findings. In line with this design, quantitative data were collected through structured questionnaires administered to parents to obtain measurable information on how parents support their wards' learning activities, the modes of communication used between parents and teachers, and the challenges parents face in their involvement. At the same time, qualitative data were gathered through interviews to gain in-depth insights into teachers' experiences, perceptions, and suggested strategies for improving parental involvement in kindergarten learning activities.

The convergent parallel design was particularly suitable for addressing the study objectives. Objective one, which sought to find out how parents support their wards' learning activities, was addressed through both survey data and interview responses to ensure breadth and depth of understanding. Objective two, which focused on identifying modes of communication between parents and kindergarten teachers, benefited from quantitative frequency data as well as qualitative explanations of the effectiveness of these communication modes. Objective three, which aimed to assess challenges faced by parents, was strengthened by integrating numerical trends with

participants' detailed accounts of contextual and socio-economic barriers. Finally, objective four, which sought to identify strategies for improving parental involvement, was enriched through qualitative suggestions supported by quantitative patterns.

According to Creswell and Plano Clark (2018), the convergent parallel design enhances the validity and credibility of research findings by enabling the researcher to compare and corroborate results from different data sources. Similarly, Tashakkori and Teddlie (2010) argue that this design is effective when a study requires a comprehensive understanding of a social phenomenon from multiple perspectives within a single phase of data collection. By integrating quantitative and qualitative findings during interpretation, the study was able to provide a more holistic and reliable understanding of parental involvement in kindergarten learning activities in the Nanumba South District. Overall, the use of the convergent parallel mixed methods design ensured methodological rigor and strengthened the interpretation of findings, making it suitable for informing policy, practice, and future research in early childhood education.

3.4 Target Population

The parents and teachers of all kindergarten centers in Nanumba south district during the 2023/2024 academic year made up the target population for this study. To carry out this research study, parents were chosen using simple random sampling, while kindergarten teachers chosen through purposive sampling. Purposeful sampling, according to Creswell (2014), is a technique in which researchers purposefully select scenarios that have knowledge of the main topic under investigation. The selection of participants was based on their involvement in the education of kindergartens children in the Nanumba south District.

3.5 Sample and Sampling Techniques

Sampling is an essential component of research as it enables the researcher to draw valid and reliable conclusions about a population using a manageable number of respondents. Gautier and Sommer (2003) indicate that a sample size of at least ten percent (10%) of the target population is adequate for educational research. The Nanumba South District has a total of 108 kindergarten centers, made up of 91 public and 17 private centers. For this study, 24 kindergarten centers, representing 22% of the total number of centers in the district, were selected. The target population of parents of kindergarten learners in the district was approximately 2,000. Based on the recommended 10% sampling guideline, 200 parents were selected for the study. Additionally, the district has 150 kindergarten teachers, out of which 15 teachers, representing 10%, were selected. Therefore, the total sample size for the study was 215 respondents, consisting of 200 parents and 15 kindergarten teachers.

A stratified sampling technique was used to select the kindergarten centers. The Nanumba South District is divided into twelve educational circuits, and each circuit constituted a stratum. Within each circuit, the names of all kindergarten centers were listed alphabetically and divided into two sets (Set A and Set B). From each set, one school was selected by choosing the first school from Set A and the last school from Set B, ensuring fair representation across circuits. A simple random sampling technique was used to select parents from each of the 24 sampled kindergarten centers. To ensure equitable representation, an average of eight to nine parents was selected from each school, resulting in a total of 200 parents.

In each selected school, the kindergarten class register served as the sampling frame. Each learner was assigned a unique number corresponding to their position on the register. These numbers were written on pieces of paper, folded thoroughly, and

placed in a container. The folded papers were randomly picked by the learners under the supervision of the class teacher. The parents or guardians of the learners whose numbers were picked were selected to participate in the study. This procedure ensured that every parent had an equal and independent chance of being selected, thereby reducing selection bias and enhancing the representativeness of the sample.

Purposive sampling was used to select 15 kindergarten teachers from the sampled schools. The selection was guided by the objectives of the study and based on teachers' professional experience, direct involvement in kindergarten teaching, and knowledge of parental involvement practices within their schools. According to Patton (2015), purposive sampling is appropriate when the researcher seeks participants who are information-rich and capable of providing relevant and in-depth data. The selected teachers were therefore considered suitable for providing reliable and meaningful insights to address the study objectives.

3.5 Data Collection Instruments

The researcher used questionnaire and interviews to gather data.

3.6 Questionnaire

The researcher used questionnaires as data collection instruments for parents to obtain data from the high number of parents in the sample. Questionnaires have some unique benefits because they provide numerical information that can be combined with subjective accounts. A variety of research traditions and practices fall under the banner of mixed methods, but they all seek to bring together positivist and interpretive epistemologies so as to better understand what is being studied (Creswell & Plano Clark, 2017). One way in which this can happen is through questionnaires since they collect structured quantitative data while still giving space for qualitative responses

through open ended questions. The generalizability of findings is made possible by sections with quantitative measures while providing rich contexts from which these generalizations may be drawn by means of statements about individual experience (Smith & McGannon, 2018).

Questionnaires are seen as a reliable and valid methodological instrument in terms of reliability and validity. They reduce unnecessary variance between items so that similar answers reflect similar attitudes or thematic behaviors that are particular to only those whose answers accordingly considered meaningful subsets called dimensions within constructs (Patten & Newhart, 2017). Additionally, large amounts can be collected quickly leading not just to statistically significant results but also reliable ones too when designed well enough (Fowler Jr., 2019). Therefore, mixing up different types helps make highest quality evidence possible. One could argue that the strongest methodology would involve mixing methods to make it most appropriate for addressing different aspects for triangulation. However, another way might be looking at how much better understanding gained through concurrent use of various methods such as in this study where quantitative data from a self-report were checked against qualitative findings (Teddlie & Tashakkori, 2018). In other words, credibility increases as more types are brought together within one investigation.

Research design that are pragmatic also support the use of questionnaires. They are cheap, easy to administer in large groups and can even reach people who would otherwise be excluded from participating due to their location or other factors. For example, online surveys have become increasingly popular because they allow researchers access to many different participants quickly thus saving on costs such as travel expenses which may limit diversity among samples (Wright, 2020). This means

that there is no reason why anyone should not get involved, with research, it's now opens to all.

For mixed-method research to utilize questionnaires to their fullest potential, the design must be given meticulous attention. This can involve using both closed and open-ended questions so as to gather standardized responses for quantitative analysis in addition to richer descriptive information that is more suitable for qualitative inquiry (Briggs & Nguyen 2019)). Likewise, it was also helpful for pilot studies to be conducted as it helped to best calibrate language and format of the questionnaire thereby refining the instrument to becomes more understandable and relatable towards target population (Denscombe, 2014). In this research, ethical issues were not ignored when using questionnaires as a tool. However, its very nature ensures that they promoted ethical practices in this research by ensuring anonymity and confidentiality which reduced respondent vulnerability (Allen, 2020). This was done by creating an environment where individuals feel safe enough hence increasing willingness to share sensitive information which led into provision of honest data. Moreover; through questionnaires people got chance to reflect on what they think without being influenced by time or space since there were no interviewers around who might put them under pressure or have certain expectations about how answers should look like (DiCicco-Bloom & Crabtree, 2021).

Another reason why questionnaires were used in mixed-method research were epistemological soundness and methodological strengths as well as pragmatism. They provided a means of combining different methods of inquiry while maintaining rigor and depth in the investigative process. In a convergent parallel design such as this one where qualitative data complement quantitative results greatly, the study benefited

significantly from employing questionnaires because they offered quantifiable findings. Because it was designed well with ethics at heart, reliability, validity and inclusivity was enhanced through the use of questionnaires in this mixed method research thus leading to robust cross validated knowledge about the complex phenomena like parental involvement in learning activities of children. The questions were anonymous, so parents had the freedom to express their views without telling who they were. Additionally, respondents were given enough time to think over each question before answering it.

The aim of the questionnaire was to collect information which will enable the researcher understand what parents think about their involvement in their children's learning activities. The items contained multiple-choice questions with closed ends, these were mainly meant to find out more about various aspects related to research topic areas identified earlier on as guiding objectives (research questions). In order not to confuse participants or waste too much of their time unnecessarily, making them respond quickly, some parts were rephrased to simplify understanding thus saving on time used while clarifying things up further for better interpretation of responses given from different respondent. Contemporary scholarship points out that its utility cannot be underestimated given current trends within methodological frontiers thus making it an essential tool kit for any mixed-method researcher.

3.7 Interview

The aim of the interview was to give kindergarten teachers an opportunity to express their views beyond the confines of interview questions. In a guide for interviews, the researcher highlighted key areas that were expected to be addressed during questioning. Interview guidelines are questions designed to elicit information during

interviews (Gall et al., 2003). At semi-structured interviews“ beginning, open-ended questions can allow refocusing of a question, ask clarifying questions or spark interesting or original topics in response (Baskarada, 2014).

Mixed-method research combines numerical data and narrative evidence to produce an analysis that is more comprehensive than either method alone, according to Creswell and Plano Clark (2018). This is meant to offset limitations within both qualitative and quantitative frameworks by leveraging on their strengths (Johnson et al., 2007). In this context, interviews become instrumental avenues through which researchers can explore and understand human experiences and perspectives which are often lost when only quantitative methods are used. Interviews as a qualitative tool promote understanding beyond numbers about people“s lives thereby becoming an ideal choice for studying individuals in society from different backgrounds who share commonalities but also differ greatly with respect to their contexts or situations they find themselves in. They provide researchers with opportunity not only to probe into what drives them cognitively but also why certain things happen or how they come about.

According to Morse (2015), interviews provide contextual richness needed for interpreting quantitative results because they offer what Ritchie and Lewis (2003) refer to as „thick“ data, detailed accounts of respondents“ experiences, thoughts, feelings etcetera. Through engaging directly with participants, instead of relying entirely upon self-reporting by respondents whose answers may lack depth due to either limited vocabulary or inability/unwillingness to express themselves fully, it becomes possible during interviews to detect subtleties within dataset that might otherwise go unnoticed. Numbers can appear dry and impersonal but this is where

interviews come in handy so as to add human touch into research (Braun & Clarke, 2013). Humanization plays a critical role in dealing with such complex social phenomena since it ensures findings resonate with people's lived realities on ground. For instance, while quantitatively there might be high ratings from parents towards involvement of parents into children education, qualitatively speaking through interview results dissatisfaction may emerge thus giving us more refined understanding about what numbers are saying.

In mixed-method research, one area where interviews have demonstrated their potency is around development or enrichment of theoretical frameworks by going beyond existing theories through exploration of emergent patterns, relationships and constructs (Kelle, 2006). As Corbin and Strauss (2014) put it: "interviews can generate new theories or elaborate upon established ones" hence making significant contributions towards knowledge production. The concept of triangulation refers to use multiple methods/data sources during investigation in order to validate findings (Denzin, 2012). When used alongside quantitative data within mixed-method research design, interviewing serves as means through which researchers can achieve triangulation thereby enhancing credibility of information gathered from different sources.

Interviews are known for giving power to the interviewed, providing voice for those whose voice might be marginalized or silenced in quantitative research alone. Interviews work as a means of ensuring that individual voices are heard, and not only heard but also listened to by the researchers engaged in a project (Cahnmann-Taylor & Siegesmund, 2018). This power is empowering because it is based on ethics that value inclusivity and recognize diversity among people being studied. Flexibility is

one reason why interviews should be included into mixed-method research designs. Unlike rigid instruments used for quantitative measurements, interviews can be adjusted and modified depending on what researchers need from them. For example, this allows participants' responses to prompt unexpected insights during data collection process which may remain concealed if structured questions were asked (King & Horrocks, 2010).

In the context of mixed methods research like this, interviews become not just another tool but rather act as connecting link between qualitative and quantitative components. Teacher participants took part in face-to-face individual interviews. Besides providing statistical findings with depth and context they validate and humanize collected data thereby fostering theory generation that appeals more widely among scholar and practitioners. Therefore, argument for using interview methods within mixed method research designs aligns well with current academic discussions around robustness, validity, richness and complexity.

Conducting qualitative interviews creates an environment where the researcher can get closer to the participant thus reducing geographical barriers as both parties share their feelings. Glesne (2011) states that qualitative interviews allow for a one-on-one in person meeting between the researcher and the teacher participant. Additionally, triangulation of data was done to ensure trustworthiness by using different sources such as interview transcript, field notes and observations Merriam (2009). The study's findings were also strengthened with cross-referencing topics from both interviews and questionnaires.

3.8 Validity of the Study

Validity is a critical indicator of research quality and refers to the extent to which the instruments and procedures used in a study accurately measure what they are intended to measure, thereby ensuring the truthfulness, credibility, and authenticity of the findings (Bryman, 2016). In this study, validity was enhanced through the use of a mixed methods approach, incorporating both quantitative and qualitative data collection techniques to address the study objectives comprehensively.

The study employed methodological triangulation, integrating data obtained from questionnaires (quantitative) and interviews (qualitative) to corroborate and confirm findings across methods. Triangulation strengthens validity by enabling the comparison of results from different sources and reducing the likelihood of systematic bias (Creswell & Plano Clark, 2017). This approach enhanced the validity of the study by confirming results across methods and improved reliability through consistency of findings, thereby strengthening the overall trustworthiness of the research. In this study, triangulation went beyond checking the accuracy of instruments to include interpretive rigor, ensuring that findings related to parental support for learning activities, communication between parents and teachers, challenges faced by parents, and strategies for improving parental involvement were consistently interpreted across data sources.

On the quantitative component, validity was strengthened through instrument pre-testing (piloting). As emphasized in the literature, piloting questionnaires is essential for improving clarity, relevance, and alignment with study objectives (Smith, 2020). The questionnaire was pre-tested using a small but diverse sample that closely resembled the target population of parents and kindergarten teachers in the Nanumba South District. During the pre-testing stage, participants completed the questionnaire

under the observation of the researcher. This process helped identify ambiguities, poorly worded items, and questions that did not adequately reflect the study objectives.

Following the pre-testing, a debriefing session was conducted in which participants were encouraged to share their views on the questionnaire items. Feedback from this process informed revisions to the instrument, including rephrasing unclear items, removing redundant questions, and refining others to better capture parental involvement practices, communication modes, challenges, and improvement strategies. The piloting process also revealed an acceptable level of internal consistency, and items that did not meet the required consistency threshold were revised or replaced, thereby enhancing both reliability and validity.

For the qualitative component, validity was ensured through the application of Guba and Lincoln's (1985) criteria for trustworthiness, namely credibility, transferability, dependability, and confirmability. Credibility was enhanced through triangulation of questionnaire and interview data, allowing for cross-validation of participants' responses. Transferability was addressed by providing detailed descriptions of the research context, participants, and setting, enabling readers such as teachers, policymakers, and researchers to determine the applicability of the findings to similar contexts (Mills, Birks, & Hoare, 2014).

Furthermore, the researcher adhered to Wolcott's (2009) principles for ensuring qualitative validity, particularly the guideline of "talking little and listening a lot." During interviews, participants especially parents and kindergarten teachers were given sufficient time to express their views freely without interruption or undue

influence from the researcher. This approach allowed for the collection of rich, authentic data that accurately reflected participants' experiences and perspectives.

Overall, careful reflection on validity was maintained throughout the research process, particularly during the design and implementation of the methodology. As mixed methods research emphasizes not only the use of multiple instruments but also sensitivity to context, participant voices, and lived experiences, this study paid close attention to these elements. The use of interviews as dynamic and interactive encounters enabled deeper insights into parental involvement practices and challenges, thereby enhancing the authenticity and validity of the findings (Seidman, 2019). Consequently, the integration of rigorous quantitative procedures and rich qualitative inquiry ensured that the study produced valid, trustworthy, and meaningful findings relevant to improving parental involvement in kindergarten learning activities in the Nanumba South District.

3.9 Reliability of the Study

Reliability refers to the consistency and stability of research instruments and procedures, that is, the extent to which a study yields similar results when repeated under comparable conditions (Dörnyei, 2007). In this study, reliability was addressed for both the quantitative and qualitative components in order to ensure dependable and consistent findings on parental involvement in learning activities among kindergarten learners in the Nanumba South District. For the quantitative component, reliability was ensured through the use of standardized questionnaires administered uniformly to all respondents. Standardization enhances reliability by ensuring that the same set of questions is used across different respondents, thereby making the results replicable (Dörnyei, 2007). To further establish internal consistency, Cronbach's alpha

coefficient was computed. Cronbach's alpha measures the degree to which items within a questionnaire are correlated and therefore measure the same construct.

Prior to the main data collection, the questionnaire was piloted in Kpandai District, a district with similar characteristics to the study area but different from the Nanumba South District. This helped to assess the reliability of the instrument without contaminating the actual study sample. The analysis of the pilot data produced a Cronbach's alpha coefficient of 0.81 for the parents' questionnaire, indicating a high level of internal consistency and confirming that the instrument was reliable for use in the main study.

Regarding the qualitative component, reliability was addressed through consistency in the interview process. Reliability in qualitative interviews, often described as time stability, refers to the extent to which data collection procedures produce consistent information across different interview sessions (Gibbs, 2018). To achieve this, the researcher employed a semi-structured interview guide, ensuring that similar questions and probes were used with all participants. This approach helped maintain consistency while still allowing participants the flexibility to express their views fully.

In addition, researcher reflexivity was applied as a strategy for enhancing qualitative reliability. Reflexivity involves the researcher's ongoing reflection on personal assumptions, experiences, and potential biases that may influence data collection and interpretation (Finlay, 2020). Throughout the interview process, the researcher remained aware of their role as an instrument of data collection and consciously reflected on how personal perspectives could affect the interpretation of participants' responses. This reflective practice contributed to consistent and careful handling of the qualitative data. Overall, the combination of standardized quantitative instruments,

statistical testing of internal consistency, consistent interview procedures, and reflexive practice ensured that the findings of this study were reliable and dependable.

3.11 Data Collection Procedures

For the quantitative component, a structured questionnaire was administered to parents of kindergarten pupils. The questionnaire consisted of closed-ended items designed to capture the extent, frequency, and types of parental involvement in their children's learning activities. Prior to administration, the questionnaire was pre-tested with a small group of parents to ensure clarity, appropriateness, and reliability of the items. Questionnaires were distributed in person through the participating schools, and parents were given adequate time to complete them. The completed questionnaires were collected on the same day or within a week, depending on the availability of the respondents.

The qualitative aspect involved semi-structured interviews with a purposively selected group of kindergarten teachers. The interviews aimed to explore teachers' perspectives on parental involvement activities, the methods used to communicate with parents, and the challenges faced by parents as well as strategies for improving parental involvement. Interview guides with open-ended questions were used to allow participants to express their experiences and insights freely. Each interview was scheduled at a convenient time for the teacher, conducted in a quiet and private setting within the school premises, and lasted approximately 30-45 minutes. Interviews were audio-recorded with the consent of the participants to ensure accurate transcription and analysis.

3.12 Data Analysis Procedure

The collected data was sorted, totaled, and examined. SPSS was used to generate descriptive statistics (frequencies and percentages) from the quantitative data while the interview data was analyzed using thematic approach.

3.13 Ethical Considerations

Anonymity

Participants did not experience any stress or injury from the process leading up to this writing because they were required to reply to the questionnaires and the interview at their own convenience and leisure. Participants' anonymity was maintained by not collecting certain demographic information in order to safeguard their psychological health. i.e. Participant confidentiality was preserved throughout the interviews by removing identifiers and ensuring that no indirect information could reveal the subjects' identities. Every data that was collected was stored in a safe location. The interview data was stored in soft copies on a password-protected computer that is inaccessible to everybody else.

Informed Consent

Informed consent was obtained from all participants prior to their participation in the study. Participants were adequately informed about the purpose of the study, the specific objectives, the procedures involved, and the expected duration of their participation. They were also informed that participation was entirely voluntary and that they had the right to withdraw from the study at any stage without any penalty or negative consequences. For parents, consent was sought through clear explanations provided during school meetings and through consent forms attached to the questionnaires. Kindergarten teachers were also briefed on the purpose of the study

and asked to provide their consent before participating in interviews or responding to questionnaires. This process ensured that participants took part in the study with full understanding and free will, thereby supporting the credibility of the data collected in relation to the study objectives.

Confidentiality and Anonymity

Confidentiality of participants' information was strictly ensured throughout the study. Participants were assured that all information provided would be used solely for academic purposes and would not be disclosed to unauthorized persons. To maintain anonymity, participants' names and the names of their schools were not included in the research report. Instead, codes and pseudonyms were used during data analysis and presentation of findings. Questionnaires and interview data were securely stored and accessed only by the researcher. This ethical practice encouraged participants to provide honest and accurate responses regarding parental support, communication modes, challenges, and strategies for improving parental involvement, thereby enhancing the trustworthiness of the findings.

Conflict of Interest

The researcher ensured that no form of conflict of interest influenced the conduct of the study. The researcher did not hold any administrative or supervisory role over the participants and did not offer any form of inducement or coercion to influence participation. Participants were assured that their responses would not affect their relationship with the school, teachers, or educational authorities in the district. This neutrality helped to minimize bias and ensured that data collected on parental involvement practices, challenges, and improvement strategies genuinely reflected participants' experiences and perspectives.

Justice and Fair Treatment of Participants

The principle of justice was upheld by ensuring that all participants were treated fairly and equitably throughout the research process. Participants were selected based on clearly defined sampling criteria relevant to the study objectives, without discrimination based on gender, socio-economic status, or school type. All participants were given equal opportunity to express their views, and no group was unfairly burdened or excluded from the benefits of the research. The findings of the study are intended to contribute to improving parental involvement in kindergarten learning activities in the Nanumba South District, thereby ensuring that the benefits of the research extend to the wider educational community.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.0 Overview

This chapter presents data analysis, findings, presentation and interpretation of findings. The purpose of the study was to explore parental involvement in learning activities among kindergarten pupils in the Nanumba south district. Data was collected through the use of questionnaires and interviews from 215 respondents across the district. Respondents were mainly parents and kindergarten teachers. The findings of the study are presented as per research questions of the study in the following sections.

4.1 Demographic Data of Respondents

In the sphere of social research, understanding the demographics of surveyed individuals is paramount to accurately interpreting data. This section of the analysis focuses on the demographic data of the respondents which includes gender, relationship with child, educational qualification, vocation and employment status. According to Baroody and Dobbs-Oates, (2009); Cooper, (2010), there is a relationship between parents' demographic characteristics and parent involvement

Table 1: Demographic Data of respondents

Gender	Frequency	Percentage
Male	122	65
Female	66	35
Relationship with child		
Biological	160	85
Guardian	28	15
Do you have any formal education?		
Yes	188	100
No	0	0
Educational qualification		
None	0	0
JHS/SSSCE/WASSCE	126	67
Cert „A“	2	1
Diploma	34	18
Degree	26	14
Occupation		
Farming	108	57
Trading	50	27
Teaching	21	11
Nurse	9	5
Employment status		
Full-time	129	69
Part-time	59	31

Source: Field Data, (2024).

The gender distribution of respondents stood at 122 (65%) and 66 (35%) for males and females respectively. All participants indicated they had some form of formal education. Following this, a combined 126 (67%) of the population has only secondary education qualifications (JHS, SSSCE or WASSCE), and only 2 (1%) possessed a Certificate 'A', which is typically regarded as an intermediate qualification for specialized training in various fields in Ghana. The percentage of diploma holders stood at 34 (18%), while those with a degree represent a mere 26 (14%). This presents a compelling foundation for an analytical exploration of the myriad implications on parental involvement or the lack thereof. This is more so as a

research conducted by Erdener, and Knoeppel, (2018) suggested that educated parents are involved in the decision-making process about their children's post-secondary education plans, career plans.

Additionally, the biological relationship constitutes approximately 160 (85%) of the respondents, compared to the 28 (15%) attributable to guardians. In acknowledging the demographic breakdown of the respondents' occupations: 108 (57%) are engaged in Farming, 21 (11%) in Teaching, 50 (27%) in Trading, and 9 (5%) in Nursing. These figures reflect the predominance of farming in the area, followed by notable but significantly lower representations in the other sectors. Ultimately, the focus on these occupations critically assessed their interrelations and implications on parental involvement. The statistics presented also reveal a striking disparity between those engaged in full-time employment 129 (69%) and those working part-time 59 (31%). The stark contrast between full-time and part-time employment illustrated by the statistics signals deeper societal, economic, and cultural narratives at play as illustrated by Edener and Knoeppel, (2018) that family income had a statistically significant impact on combined factors of parent involvement and parents think that students from high income families are more successful.

4.2 Analysis of Research Questions

Research Question 1: What are the parents of kindergarten pupils support for their wards in learning activities in the Nanumba South District?

Table 2: Parents support in learning activities

Statement	Strongly Disagreed	Disagreed	Undecided	Agreed	Strongly Agreed
I always help my child with homework	56 (29.8%)	51 (27.1%)	7 (3.7%)	39 (20.8%)	35 (18.6%)
I read books with my child	71 (37.8%)	62 (33%)	30 (16%)	14 (7.5%)	11 (5.9%)
I participate in school fundraising efforts	18 (9.6%)	10 (5.3%)	25 (13.3%)	40 (21.3%)	95 (50.5%)
I attend parent-teacher meetings	4 (2.1%)	16 (8.5%)	18 (9.6%)	49 (26.9%)	101 (53.7%)
I volunteer for school events or activities	155 (82.5%)	22 (12.2%)	10 (5.3%)	0 (%)	0 (0%)
I encourage my child to explore new educational materials (e.g., educational games, documentaries).	11 (5.9%)	24 (12.8%)	5 (2.6%)	84 (44.7%)	64 (34%)
I pay regular visits to my child's school to find out about his/her progress	75 (39.9%)	64 (34%)	13 (6.9%)	16 (8.5%)	20 (10.6%)
I encourage my child to learn at home daily	8 (4.3%)	27 (14.4%)	41 (21.8%)	73 (38.8%)	39 (20.7%)
I sit down with my child to discuss their day at school	43 (22.9%)	89 (47.3%)	19 (10.1%)	10 (5.3%)	27 (14.4%)
My involvement has positive impact on my child's success	14 (7.4%)	25 (13.3%)	11 (5.9%)	47 (25%)	91 (48.8%)
I attend workshops or information sessions about assisting with homework and learning	122 (64.9%)	30 (16%)	10 (5.3%)	17 (9%)	9 (4.8%)
I set academic goals for my child	13 (6.9%)	15 (8%)	32 (17%)	41 (21.8%)	87 (46.3%)
I provide my child with educational resources (e.g., books, stationery, technology)	16 (8.6%)	0 (17.6%)	87 (0%)	33 (27.7%)	52 (46.3%)

Source: Field Data, (2024).

The data in table 2 above reveals a varied range of parental actions in supporting their kindergarten children's learning activities. Notably, 56 (29.8%) of respondents strongly disagreed, and 51 (27.1%) disagreed altogether with the idea of providing homework assistance to their wards. Conversely, a total of 74 (39.4%) either agreed 39 (20.8%) or strongly agreed 35 (18.6%) with being actively involved in helping their children with homework. Whether parents conduct reading of books with children at home is also reflected in the responses. A prominent 71 (37.8%) of participants indicated that they strongly disagreed that they read books with their children, alongside 62 (33%) who simply disagreed, making it a statistically noteworthy area of parental involvement in the district. This does not underscore the shared recognition of the role reading with children at home plays in literacy development, facilitating critical thinking, expanding vocabulary, and fostering a love for literature as illustrated by Hoyne, and Egan, (2019).

The data also revealed a stark observation where 95 (50.5%) of respondents strongly agreed and 40 (21.3%) also agreed to participating in fund raising activities in schools where their children attend while only 18 (9.6%) strongly disagreed. These figures indicate a robust willingness among parents to engage with the school and contribute financially or through volunteer work. This involvement can be interpreted as an affirmation of investment in the educational community, recognizing the necessity of supplementary funding for resources, events, and extracurricular activities that enrich the educational experience. The motivations behind participating in fundraising efforts are very significantly among parents. Some parents may be motivated by a desire to enhance their child's educational environment actively, while others might view it as a social obligation or a means to build connections with the school community. This engagement shines a light on the various forms of parental

involvement, while fundraising serves as a financial mechanism for schools, it also fosters a sense of community and shared responsibility among parents.

In addition, the results indicated that 101 (53.7%) of parents strongly agreed to attending PTA meetings, while only a minuscule 4 (2.1%) strongly disagreed. Parent-teacher meetings serve as an essential bridge between home and school, enabling parents to gain insights into their child's progress, address any concerns directly with teachers, and forge collaborative relationships aimed at fostering the child's academic success. The data on volunteering for school events presents striking figures. An overwhelming 155 (82.5%) of parents strongly disagreed that they volunteer, with 22 (12.2%) also disagreeing.

This negative enthusiasm for participation suggests a lack of appreciation of the essential role this can play in their children's education. Parents and community people involvement in schools as volunteers has been shown to improve students' academic performance according to multiple studies, (Dinh & Nguyen, 2020). Research indicates that there is a correlation between improved academic performance and increased parent attendance at schools. Such participation includes Parent-Teacher Associations, assisting in classrooms or attending sporting activities (Wahyudi, 2022). A number of the school volunteers provide one-on-one or small group instruction to students who are experiencing academic difficulties. A report states that children's academic achievement and confidence can be raised through the specialized volunteering programs like reading buddies and math mentors (National Academies of Sciences, Engineering and Medicine, 2019).

The analysis of the statement on encouraging children to explore new educational materials (e.g., educational games, documentaries) reveals interesting insights. While

11 (5.9%) of parents strongly disagreed, a notable 84 (44.7%) agreed and 64 (34%) strongly agreed, suggesting a substantial number of parents are intentional about promoting diverse learning experiences. Encouraging the exploration of alternative educational materials introduces children to various learning modes, fostering curiosity and a love for knowledge. This behavior aligns with contemporary pedagogical theories advocating for a holistic approach to education, recognizing that various resources ranging from digital games to visual media can enhance the learning experience. The acquisition of knowledge, memory retention, cognitive load, and motivation are improved when games are integrated with schema (Ye et al., 2022). Motivation in intelligent learning environments is enhanced by game-based characteristics which promote involvement, focus, pleasure and academic outcomes (Sun et al., 2023).

Additionally, the survey indicates that a considerable 73.9% (75 (39.9%) strongly disagreed and 64(34%) disagreed), with 13 (6.9%) undecided about this involvement. This result confirms Seni and Onyango's (2021) finding, which investigated the roles of parents in improving student performance in public secondary schools at Nyamagana, Tanzania, and found that some parents do not perform their parenting duties well thus affecting students' academic success. Additionally, this result confirmed Gyamfi and Pobbi's (2016) finding on parental monitoring and child academic performance in Ghana which established that there is extremely low parental involvement when it comes to monitoring children's school progress in Ghana. School visits can signify proactive parental involvement, direct interactions with teachers and staff facilitate insights into the student's development and behavior in class. Jethro and Aina (2021) warn that if parents take time and visit the school to

verify how their children are faring the parents tend to form a good connection with the school which inculcates the idea that the school is a part of the family.

The results also reveal a mixed receptiveness towards encouraging children to learn at home daily. Only 34 (20.7%) of respondents strongly agreed with this sentiment, while the majority 73 (38.8%) agreed, indicating a generally positive attitude towards the concept of encouraging supplementary learning at home on daily basis. A lot of studies have been conducted to show that children's in-home academic-related activities at their preschool age are related to their early educational development (e.g., McCormick, Weissman, Weiland, Hsueh, Sachs, & Snow, 2020; Sonnenschein & Sawyers, 2018). This highlights the importance of fostering an environment conducive to education outside formal school hours. However, a significant percentage (36.1% combined disagreed or were undecided) reflects a potential renege among some parents about their role in encouraging home study.

On the other hand, a significant number of parents do not sit down with their wards to discuss their day at school. With 43(22.9%) of the respondents strongly disagreeing and 89(47.3%) disagreeing with the statement, this suggests a notable disconnect between parents and the school experiences of their children. Such discussions are crucial, as they not only provide children a platform to articulate their thoughts and feelings but also allow parents to gain insights into their child's academic life. The small percentage of parents who either strongly agreed 19 (10.1%) or agreed 10 (5.3%) indicates a worrying trend that may hinder children's emotional and educational growth.

Analyzing the statement "My involvement has a positive impact on my child's success," reveals a noteworthy pattern in perceptions of parental influence. The

overwhelming majority 47 (25%) strongly agreed and 91(48.8%) agreed, while only 7.4% strongly disagreed. Such results highlight a prevailing consciousness amongst parents regarding their contribution to their child's achievements. This positivity surrounding parental involvement should not be taken lightly, it suggests that many parents recognize their critical role in shaping their child's educational journey. Research has shown that parent's beliefs about their role in their children's learning and how it fosters academic skills is positively and significantly related to the frequency of parental involvement in relevant reading and mathematics activities (Sonnenschein et al., 2016).

Finding out whether parents set academic goals for their wards exhibited moderate levels of responses. While 128 (68.1%) of parents either strongly agreed or agreed, a notable 31.9% disagreed or were undecided. Goal-setting is an essential motivational tool that fosters a sense of accountability and aspiration in children. The positive response of 68.1% from parents highlights an awareness of the importance of academic aspirations, yet nearly a third who do not actively involve themselves in this practice reflects a missed opportunity for empowerment. Some of the earliest researches about the effect of expectations on the children's performance indicated that children whose parents expect a maximum performance from them set higher standards and make demands of the children at an early age that most children are not capable of satisfying, such high standards and demands in turn result in high academic achievement (Boocock, 1972). Benner & Mistry 2007, pointed out parental goals and predetermined expectations as relevant constructs in learners' academic performance. A more current studies by Schunk (2019) argues that goal-setting fosters a sense of ownership and involvement in learning, leading to higher levels of intrinsic motivation

Furthermore, roughly 87 (46.3%) of parents strongly agreed, and an additional 52 (27.7%) agreed, indicating a significant commitment to supplying children with necessary educational tools. This commitment is crucial in fostering a supportive learning environment, as access to resources has been closely linked with improved academic performance. Interestingly, the distribution suggests that while a substantial number of parents are willing to invest in educational resources, there remains a faction (8.6% who strongly disagreed) they do not. This may signal socioeconomic factors affecting parental capability to provide resources or a perception that schools should provide these necessities. David (2007) highlights that the provision of learning materials as well as other essential needs at school is of great significance for both teaching and learning and for the morale of the teachers and keeping children interested in school. Mugumya (2014) states that parenting is an aspect involving a number of variables like proper communication, provision of basic needs and provision of learning materials which are central to the teaching and learning process. It is evident that, without these, pupil learning and retention rates will be a persistent problem.

With regards to research question one, teachers were interviewed to identify the extent to which parents are involved in learning activities of kindergarten children in the Nanumba South District

Theme: Nature and Extent of Parental Involvement in School Activities

Findings from this study indicate that parental involvement in school activities in the Nanumba South District is generally limited and largely confined to attendance at Parent-Teacher Association (PTA) meetings. One teacher explained, “Yes, some parents do participate in school activities, but it is not as prevalent as we would like it

to be. The primary activities they engage in is attending parent-teacher meetings” (*Teacher 2*). This pattern reflects evidence from Ghanaian basic schools, where parental involvement is often limited to formal meetings rather than sustained engagement in school life (Oduro, 2012; Ghana Education Service [GES], 2018).

Similarly, another teacher indicated that parental participation occurs mainly during special occasions, noting that “only a few parents come around during cultural celebrations or community outreach programmes” (*Teacher 5*). While such participation is valuable, it remains irregular and event-based. Research in Ghana suggests that parents’ involvement in school activities is shaped by socio-economic conditions, literacy levels, and livelihood demands, particularly in rural communities (Akyeampong, 2017). In districts such as Nanumba South, where many parents depend on farming and informal economic activities, these constraints limit regular participation despite the presence of PTA structures.

Theme: Observed Forms of Parental Involvement in Classrooms

Teachers reported that parental involvement within classrooms was minimal. One teacher observed that “parents usually attend meetings, but they are not involved in classroom activities or learning activities at home” (*Teacher 1*). This finding is consistent with Ghanaian studies showing that many parents perceive classroom instruction as the exclusive responsibility of teachers (Ananga, 2011; Oduro, 2012). Nevertheless, some parents supported learning indirectly. A teacher noted that “some parents provide materials such as art and craft items for classroom activities” (*Teacher 8*). This form of involvement aligns with findings by Oduro (2012), who noted that material and financial support are the most common ways Ghanaian parents contribute to their children’s schooling. However, active pedagogical involvement,

such as assisting with learning activities, remains limited, particularly in rural districts like Nanumba South.

Theme: Consistency of Parental Participation

Parental participation was reported to be inconsistent, varying among parents and across school terms. As one teacher stated, “some parents are active in one term and completely absent in another” (*Teacher 11*). Teachers further noted that parents who serve on PTAs or School Management Committees (SMCs) were more involved than others. This observation aligns with Ghana Education Service (2018) guidelines, which identify PTA and SMC members as key stakeholders in school governance. Studies in Ghana indicate that economic responsibilities, seasonal farming activities, and time constraints significantly affect parents’ ability to participate consistently in school activities (Akyeampong, 2017). In the Nanumba South District, such factors appear to contribute to fluctuating levels of parental involvement, raising concerns given evidence that sustained parental engagement supports improved learner outcomes.

Theme: Nature of Parental Involvement in the Classroom

Teachers generally described parental involvement as passive. One teacher explained that “parents attend meetings, but they rarely take part in classroom activities or school projects” (*Teacher 6*). This reflects broader findings in Ghanaian basic education, where parental involvement often remains consultative rather than collaborative (Dampson & Mensah, 2020). Teachers also expressed concern about parents’ limited participation in decision-making processes. Although PTA and SMC structures exist, parents often feel unconfident contributing to discussions, especially those with limited formal education. Ananga (2011) similarly found that parents in

rural Ghana frequently defer to teachers due to perceived power differences, resulting in reactive rather than proactive engagement.

Theme: Typical Activities for Supporting Education at Home

Teachers reported limited evidence of structured academic support at home. One teacher noted that “most parents focus on moral or religious training, like sending children to Arabic classes, but they do not read with them or help with homework” (*Teacher 4*). This pattern reflects Ghanaian research showing that parents in low-income and rural communities tend to emphasize moral upbringing and practical skills over academic learning at home (Oduro, 2012). Another teacher observed that “children are often engaged in household chores and farming activities after school” (*Teacher 3*). Although these practices contribute to children’s social development, they may not directly support early literacy and numeracy skills emphasized in Ghana’s National Pre-Tertiary Education Curriculum Framework (NaCCA, 2019). This gap highlights the need for schools to guide parents on simple, context-appropriate home-based learning activities.

Theme: Involving Parents in Decision-Making Processes

Teachers acknowledged efforts to involve parents in school decision-making but reported low participation levels. One teacher observed that “parents are usually quiet during meetings and are reluctant to share their opinions” (*Teacher 1*). This finding aligns with Ananga’s (2011) study, which identified parental silence in school governance as a persistent issue in rural Ghana. Despite Ghana Education Service policies promoting community participation in school management, parents in Nanumba South appeared to lack confidence and capacity to engage actively. Strengthening parental voice may therefore require deliberate empowerment strategies, such as the use of local languages and informal engagement platforms.

Overall, the findings reveal that parental involvement in kindergarten education in the Nanumba South District is limited, inconsistent, and largely passive. Participation is predominantly confined to formal structures such as PTA meetings, with minimal engagement in classroom activities, home-based academic support, or decision-making processes. While some parents contribute indirectly through the provision of learning materials or participation in occasional school events, sustained and collaborative involvement remains uncommon. Socio-economic demands, low literacy levels, and entrenched perceptions of teaching as solely the responsibility of educators significantly constrain parental engagement. These patterns align with existing Ghanaian literature and underscore the need for context-sensitive strategies to empower parents, strengthen school-home partnerships, and promote more active and consistent involvement in early childhood learning.

Research Question 2: What modes of communication do parents and kindergarten teachers frequently utilized in the Nanumba South District?

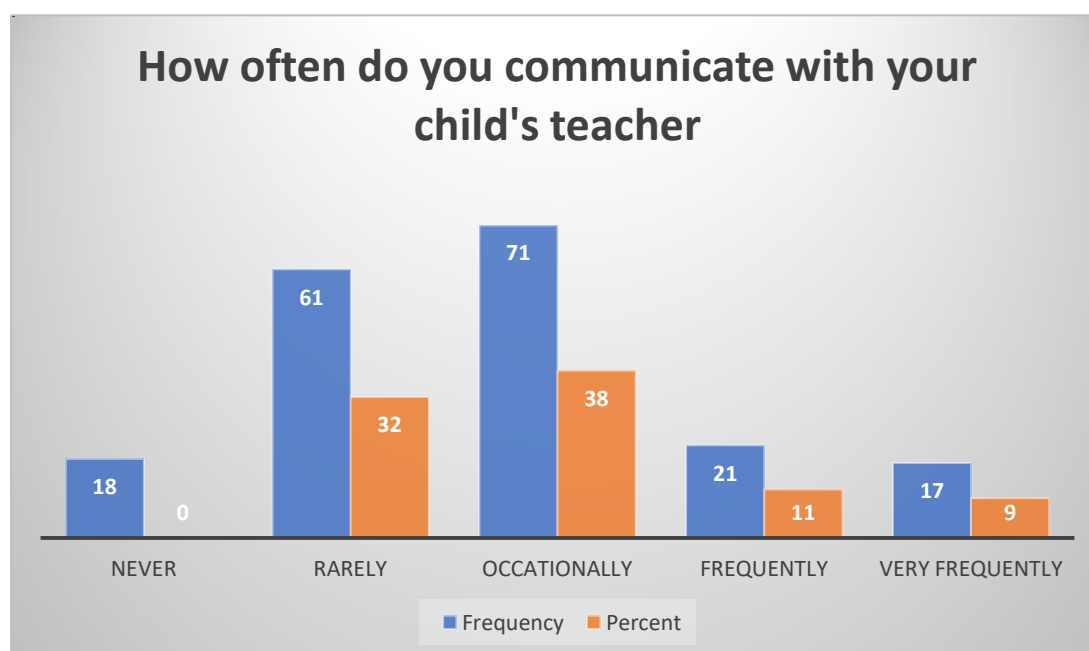


Figure 2: Frequency of communication

Source: Field Data, (2024).

Communication between parents and teachers is a vital component of the educational ecosystem, influencing not only the immediate well-being of students but also shaping their long-term academic success. The survey data presented above shows varied frequencies of communication between parents and teachers, revealing an intricate landscape of engagement. The highest percentage of 38%, falls under „occasionally“, which is an indicator of parents who engage selectively with teachers, perhaps during parent-teacher meetings or upon receiving progress reports. The 32% who communicate rarely represent those who are either unsure of how to engage or perhaps feel that involvement is not necessary if their child is performing adequately. On the other hand, (the 11% and 9% who communicate frequently and very frequently) often correlates with higher educational expectations and involvement.

Socioeconomic status, education level, and cultural background can significantly affect parental attitudes towards communicating with teachers. These factors create barriers to communication. For instance, a study by Liang and Tachibanaki (2017) indicates that parents with lower educational attainment are less likely to initiate conversations with teachers, which can contribute to a cycle of disengagement. According to Epstein’s Framework for Six Types of Involvement, the quality of communication can significantly influence its effectiveness. With a considerable percentage of parents indicating infrequent communication, it becomes imperative to address these gaps in communication with the majority of parents who are not in constant contact with teachers.

As contemporary literature underscores, fostering strong home-school relationships is crucial for enhancing educational outcomes. This phenomenon is echoed in the findings of a study by Smith et al. (2019), which revealed that effective

communication strategies employed by teachers, such as regular updates and invitations for feedback, positively influenced parents' willingness to communicate. Parent-teacher communication that prioritizes collaboration, trust, and mutual respect tends to result in more positive educational outcomes. When parents perceive that their input is valued, they are more likely to engage actively and frequently.

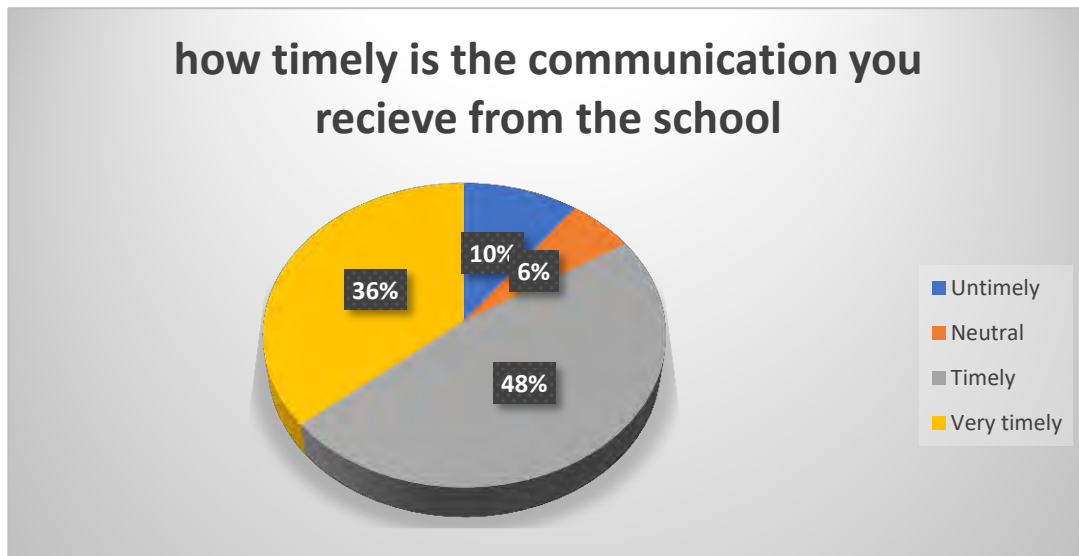


Figure 3: Timeliness of communication

Source: Field Data, (2024).

The analysis of parental perceptions of the timeliness of school communication reveals significant implications for educational practice. Examining the results of the survey indicates that while a notable 48% of parents consider the communication they receive as timely, an additional 36% categorize it as very timely. Despite this positive perception, a concerning 10% of parents report that communication is untimely, with an additional 6% remaining neutral. At the core of effective parental involvement is timely communication. According to a study conducted by Miedema et al. (2019), timely communication is essential in fostering a positive school climate and promoting parental involvement. The authors argue that when parents receive prompt

information regarding school events, academic progress, and other critical updates, they are more likely to involve meaningfully in their child's education.

In the survey outlined, the 90 parents who perceive the communication as timely and the 68 who find it very timely underscore the importance of receiving information promptly. Timeliness allows parents to prepare adequately for school events, be informed about their children's progress, and engage with teachers effectively. The neutral stance expressed by 11 parents reflects an ambiguous perspective on the current communication efforts provided by the school. Neutrality in feedback can suggest several interpretations. It may imply that parents feel neither satisfied nor dissatisfied with communication practices, indicating an area where schools could cultivate greater engagement. While a majority recognize communication as timely or very timely, it is imperative to address the concerns of the smaller, yet critical, segments of parents who experience timeliness issues or remain neutral. Improving the efficacy of communication necessitates not only an exploration of current practices but also a collective school-wide commitment to understanding the evolving needs of parents.

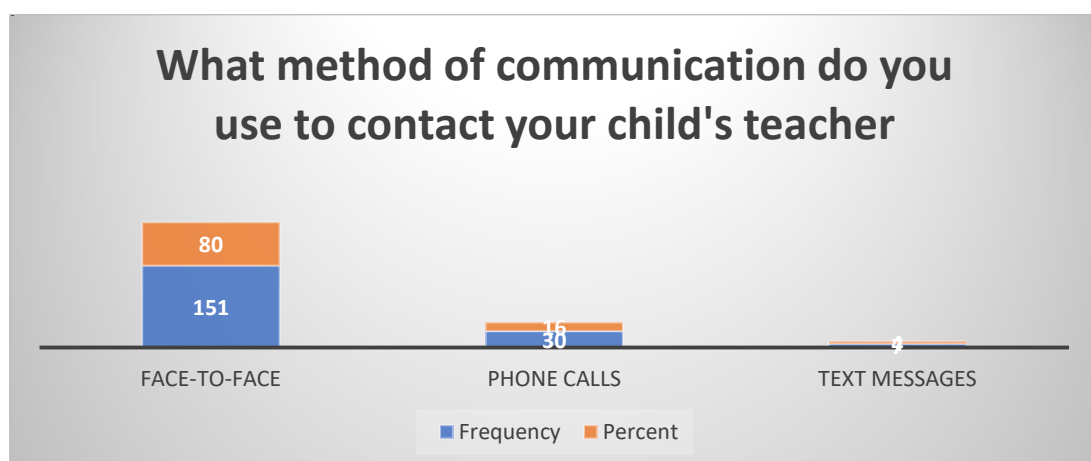


Figure 4: Method of communication

Source: Field Data, (2024).

By analyzing the data in figure 4.3 above, wherein 80% of parents chose face-to-face communication, 16% opted for phone calls, and 4% preferred text messages. The 151 responses indicating a preference for face-to-face interaction point towards the importance placed on personal connection in the educational framework. Research by Epstein (2018) highlights that direct, interpersonal communication allows for a more nuanced understanding of a child's progress and needs, fostering a collaborative approach to education. This aligns with findings from Glotfelty (2021), who argues that face-to-face meetings facilitate the exchange of non-verbal cues, enhancing mutual understanding between parents and educators. Moreover, such face-to-face interactions can forge deeper relationships. By interacting directly, parents not only share their insights regarding their child's home life but also develop trust in the teacher, who plays a central role in their child's education. The implications of this relationship extend beyond immediate communication, as parents who feel more engaged are more likely to participate in school activities, thereby contributing positively to the school community as a whole (Sheldon & Epstein, 2015).

Conversely, only 30 parents (16%) reported using phone calls as their primary method of communication. Although phone calls can be effective, particularly in urgent situations or for relatively succinct discussions, they do not afford the same depth of interaction as face-to-face conversations. McCormick and O'Reilly (2020) highlight that while phone calls can facilitate immediate feedback, they can also be prone to misunderstandings due to the lack of visual cues. Without the benefit of non-verbal communication, the nuances of tone and body language may be lost, which can lead to misinterpretations. This limitation may partly explain the relatively low numbers of parents opting to communicate via phone calls.

The least preferred method of communication, according to the survey data, is text messaging, with only 7 parents (4%) reporting it as their primary choice. Several factors contribute to the limited use of text messages in parent-teacher communication. While the ascendancy of mobile technology and instant messaging platforms suggest that short, quick exchanges might be appealing, they come with inherent limitations. Research by Vorhaus and Dodge (2019) indicates that text messages are often perceived as informal, potentially undermining the seriousness of the communications regarding a child's education. Key information regarding a child's academic performance cannot be sufficiently conveyed through a compressed text format, which may also lead to critical details being overlooked (Ahn & Becker, 2021). Therefore, it stands to reason that, while text messaging remains a popular means of communication in many aspects of everyday life, it does not align well with the educational context that ideally benefits from thorough and comprehensive dialogue between parents and teachers.

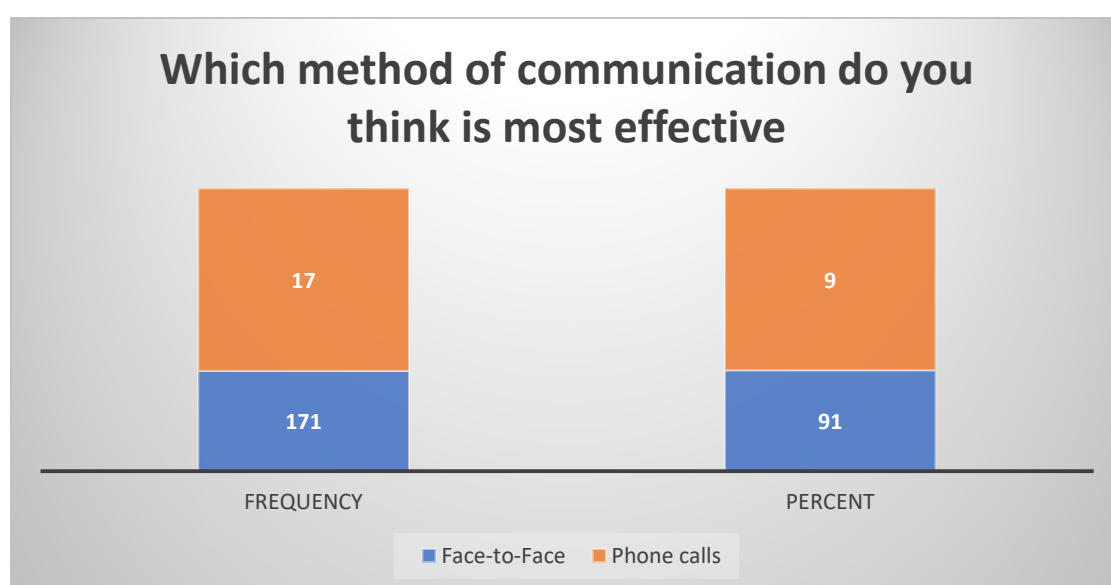


Figure 5: Preferred method of communication

Source: Field Data, (2024).

With the efficacy of communication methods, it has been revealed that 171 out of 188 participants (91%) consider face-to-face interactions compared to 17 participants (9%) favoring phone calls. Face-to-face communication, defined as the act of talking to another person in person, engenders a level of engagement that other methods, such as phone calls, often cannot replicate. According to Burgoon, Guerrero, and Floyd (2016), non-verbal cues such as body language, eye contact, and facial expressions play a crucial role in transmitting meaning.

The expression of emotions in face-to-face interactions is predominantly enriched by these non-verbal cues, making it effective method for nuanced and complex messages. In a 2020 study published in the *Journal of Social and Personal Relationships*, researchers found that individuals who engaged in face-to-face communication reported feeling a greater sense of connection and understanding with others compared to those who primarily communicated via phone or text (Tsai & Cheng, 2020). This heightened sensation of intimacy correlates with the increased presence of non-verbal signals which can confirm or contradict spoken words, thereby adding layers to the meaning being conveyed. Furthermore, the physical presence of another person enhances attentiveness.

As studies have shown, the mere act of being in proximity can increase focus and receptivity, allowing for effective dialogue (Walther, 2021), which is often diminished in phone communications. Conversely, the preference for phone calls recorded at only 9% highlights the shortcomings of this communication method as considered by parents. Phone calls, while beneficial for immediacy, often lack the depth of engagement integral to interpersonal connection. The absence of visual cues can lead to misunderstandings and misinterpretations, as tone and inflection can easily be

misconstrued. On the other hand, while phone calls can be useful for quick check-ins or project updates, they often fail to facilitate the kind of dynamic problem-solving that can emerge from more interactive face-to-face discussions. For instance, a 2021 survey conducted by Gallup revealed that companies that favor in-person meetings over phone calls show higher employee morale and retention rates (Gallup, 2021).

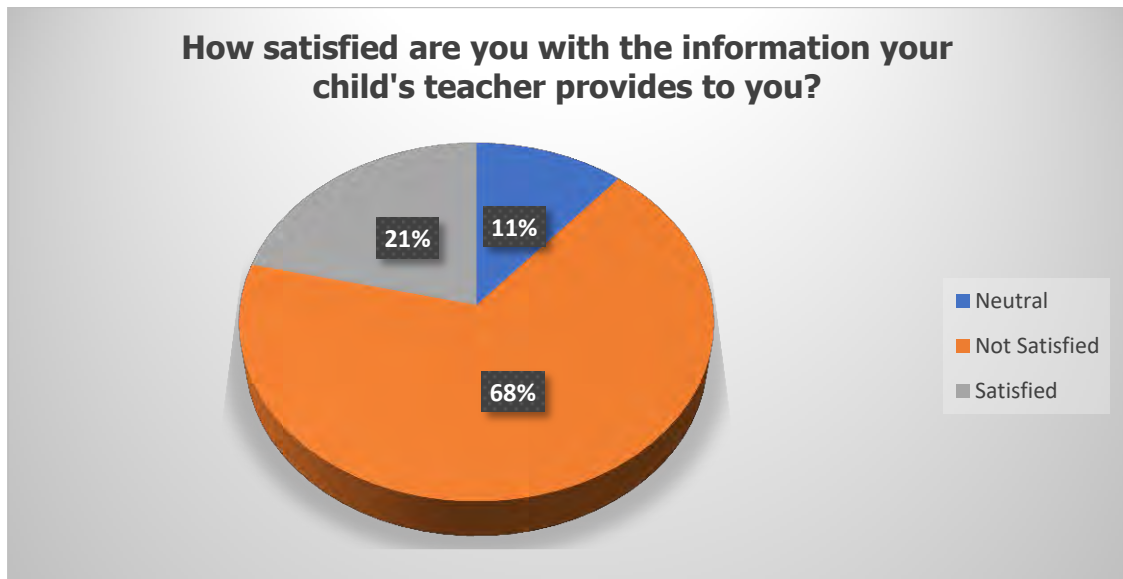


Figure 6: Information satisfaction

Source: Field Data, (2024).

The data on parent's satisfaction regarding the information provided by teachers reveal a complex dynamic. According to the data, 11% of parents reported feeling neutral, 68% indicated dissatisfaction, and 21% expressed being satisfaction with the information their child's teachers offer. The importance of effective communication between educators and parents cannot be overstated. The majority of parents reporting dissatisfaction suggests that communication practices, up to a point, does not fulfil their needs. The 68% figure revealing general dissatisfaction among parents may indicate that many feel their educational concerns are adequately not addressed.

The 21% of parents expressing a high degree of satisfaction illustrates a small, yet essential segment of the population that experiences exemplary communication practices. Their experiences may be indicative of how specific teacher practices positively influence parental perceptions. Research by Kernan and O'Connor (2018) reveals that teachers who engage in personalized communication, maintain regular updates on student progress, and invite parental feedback create a stronger sense of partnership. This correlates with increased levels of satisfaction among parents, accentuating the need for continuous professional development aimed at enhancing teachers' communication skills.

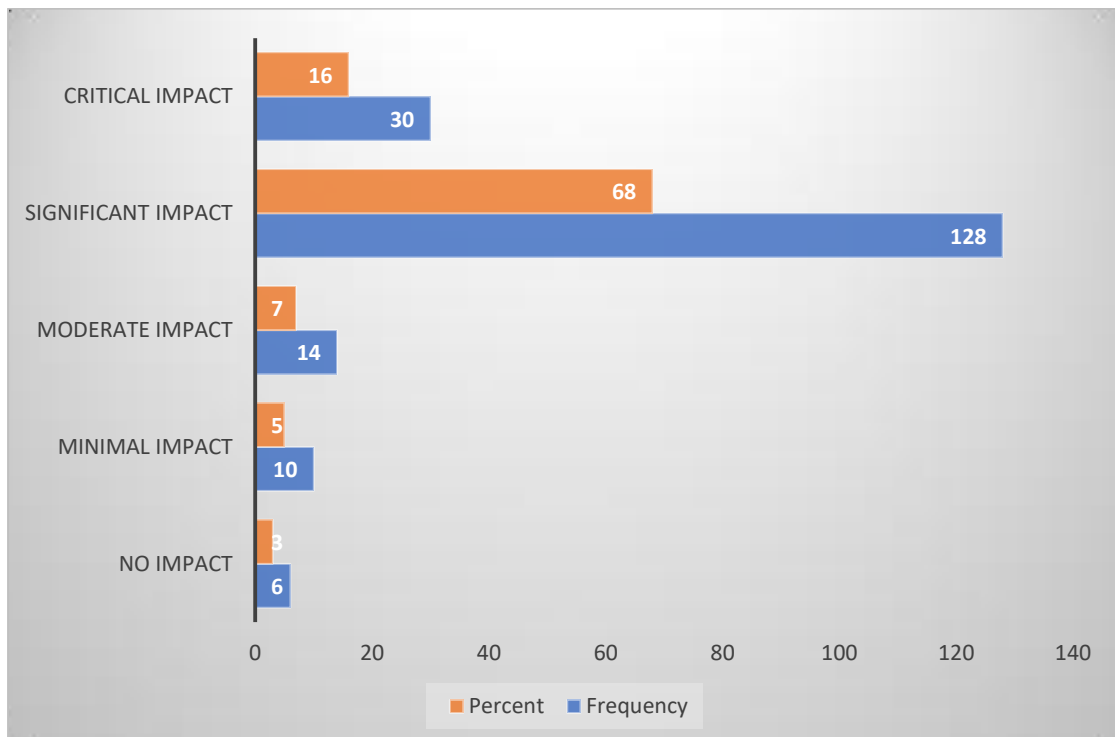


Figure 7: Perception about the importance of communication

Source: Field Data, (2024).

The data presented indicates a vast majority (84%) of respondents believe that communication with a child's teacher has a form of impact on academic performance, with 68% attributing a significant impact and 16% a critical impact. Dufur et al.

(2019) found that parents who regularly interacted with teachers generally understood school procedures and education expectations better, fostering an environment conducive to academic growth. The results of the survey affirm this, whereby 68% consider the impact of communicating with teachers as significant. It suggests a consensus that reinforcing educational links between home and school is vital for enhancing student outcomes. A small proportion of respondents (8%) believe communication has little to no impact on academic performance. This perspective could stem from several misconceptions, such as the belief that academic success relies solely on student intelligence or innate ability rather than external support systems.

The substantial majority 128(68%) believing in a significant impact, coupled with 16% regarding it as critical, emphasizes a broader understanding of the educational process's collaborative nature. It indicates recognition of the vital role teachers play in shaping a child's academic experience and the need for parents to be actively involved in this aspect of their education. Studies highlight that effective communication can bridge the gap between home and school, leading to enhanced trust and understanding of each child's unique needs. As noted by Hill and Tyson (2009), such relationships often translate into improved academic performance, lower dropout rates, and increased overall satisfaction with academic experiences.

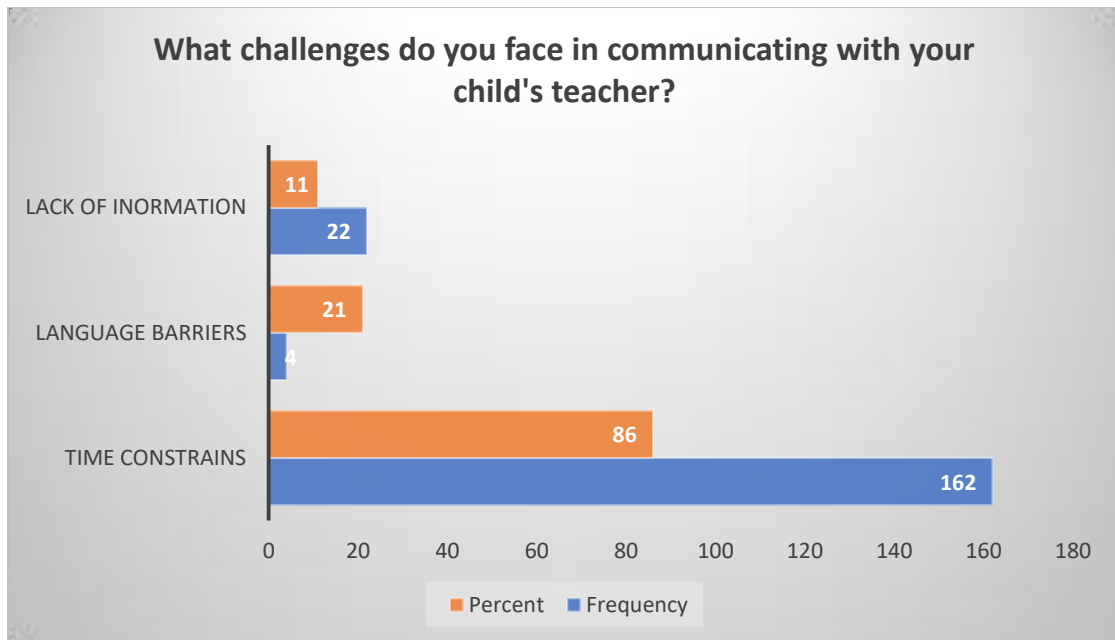


Figure 8: Barriers to communication

Source: Field Data, (2024).

The data in figure 4.7 above provides a quantitative lens through which the challenges parents face in communicating with teachers of their children. Time constraints were reported by 162 parents (86%), language barriers by only 4 (2%), and a lack of information by 22 (12%). The most significant issue highlighted in the survey is the time constraints faced by parents. An overwhelming 86% (162 respondents) cited this as a significant barrier to communicating with their child's teacher. This finding aligns with a growing body of literature suggesting that the demands of 21st-century life pose immense challenges for parents striving to be involved in their children's educational affairs. According to Hill and Tyson (2009), busy schedules often preclude parents from attending school meetings, participating in workshops, or even communicating with teachers.

While only 4 respondents (2%) identified language barriers as a challenge, this statistic nonetheless invites critical attention. Language can serve as a formidable

barrier in the communication spectrum, particularly in increasingly diverse educational settings. Hedy and Ingram (2021) argue that for families where English is a second language, the absence of culturally responsive communication practices can alienate parents and inhibit them to engage fully in their child's education. When teachers are unable to communicate effectively with non-English speaking parents, parents might withdraw from involvement due to feelings of inadequacy, frustration, or exclusion. The third challenge identified by parents is a lack of information, acknowledged by 22 respondents (12%). This factor often results in misunderstanding roles in the educational process. Research consistently indicates an information gap can lead to above-average levels of anxiety and frustration among parents (Cox & Smith, 2017). Parents who lack clarity about education policies, school programmes, or their children's progress may struggle to advocate effectively for their children, which can hollow out their capacity for involvement.

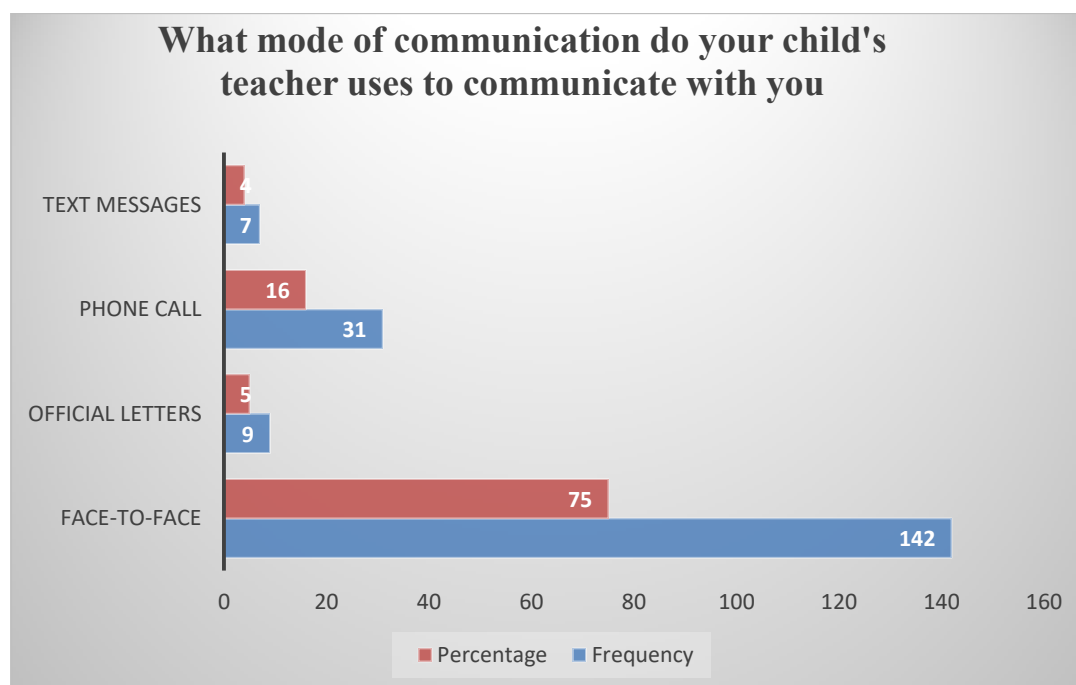


Figure 9: Teachers preferred modes of communication

Source: Field Data, 2024

The data in figure 4.8 above reveal a staggering 75% (142 instances) of teachers' communication with parents takes place through face-to-face interactions. This high percentage underscores the importance of direct communication in fostering strong relationships between educators and parents. Research literature consistently supports the notion that face-to-face communication is associated with higher levels of parental involvement (Epstein, 2011; Fan & Chen, 2001). Through in-person meetings, teachers can gauge the emotional cues of parents, facilitate a two-way dialogue, and build trust, which is vital for constructive collaboration (Huang, 2018). Such interactions not only provide a platform for discussing individual student progress but also serve as opportunities to share strategies for supporting learning at home.

Another mode of communication identified in the study is official letters, accounting for 5% (9 instances) of communication strategies. This figure suggests that while official letters can serve as a formal means of conveying important information, they are not the primary method for engaging parents in the Nanumba South District. The limited use of letters may be attributed to their often-impersonal nature and the fact that they may not elicit immediate responses from parents (Fan & Chen, 2001). Research indicates that traditional forms of communication like official letters can sometimes be ineffective, particularly if they do not reach their intended audience or fail to prompt dialogue (Epstein, 2011). Furthermore, in an increasingly digital world, the reliance on paper-based communication might limit engagement, especially among parents accustomed to electronic communications. Recent literature demonstrates that the effectiveness of written communication largely depends on its clarity, relevance, and the extent to which it invites further discussion (Cotton & Wiklund, 2001). Therefore, while official letters have their place in educators'

communication toolkits, they should ideally complement more interactive and responsive methods.

Phone calls represent another substantial communication method utilised by teachers, accounting for 16% (31 instances) of engagement efforts with parents. The moderate percentage of phone calls indicates a balance between personal touch and convenience, as they allow for immediate feedback and clarification of concerns. Phone calls can foster a sense of immediacy in addressing pressing matters concerning students' academic progress or behavioural issues, rendering them an effective alternative to face-to-face meetings (Henderson & Mapp, 2002). Research has shown that phone calls are particularly advantageous when attempting to reach out to parents who may be difficult to engage through more formal means (Hill & Tyson, 2009). These informal conversations can establish rapport and set the stage for more robust parental involvement. However, like face-to-face interactions, phone calls also come with limitations. In a diverse educational environment, differences in language proficiency can hinder effective communication (Huang, 2018). Additionally, the perception of phone calls as intrusive by some parents can lead to resistance or reluctance in engaging, thereby minimizing their effectiveness as a communication tool.

Text messages, despite their popularity in everyday communication, only accounted for 4% (7 instances) of communication efforts by teachers within the study. This low usage raises questions about the potential of text messaging as a viable channel for parent-teacher communication. The literature indicates that text messaging could serve as a highly effective, low-barrier means of reaching parents, providing quick updates and facilitating easy engagement (Parker et al., 2019). Unlike other forms of

communication, text messages offer immediacy and convenience, acknowledging parents' busy schedules and accommodating their need for quick information dissemination (Davis et al., 2018). However, barriers to using text messaging as a communication mode must be acknowledged. These can include privacy concerns, the potential for messages to be overlooked in a busy digital landscape, and the differing levels of comfort that parents may have with technology (Walsh et al., 2017). In evaluating these various modes of communication, it is essential to consider the implications for fostering parental involvement in learning activities among children. Parental involvement has been linked to improved student outcomes, including academic achievement and positive behavioral adjustment (Hill & Tyson, 2009; Jeynes, 2016). Understanding which modes of communication effectively facilitate this involvement can offer educators valuable insights into how to optimize their communication strategies.

Theme: Parents Communicate About Their Children's Progress or Academic Needs

One of the initial considerations in understanding the nature of communication between parents and teachers concerns how parents initiate contact regarding their children's academic performance. One kindergarten teacher with over six years of experience in the district observed (*"Most parents reach out via informal channels. They often use casual interactions during school events, or they might send their children to school and use that opportunity if they have concerns," Teacher 10*). This observation aligns with Epstein's (2011) assertion that parental communication frequently occurs in opportunistic rather than formally structured contexts.

Additionally, another respondent highlighted a notable disparity in the proactive nature of communication among parents, explaining (*“Parents of children struggling academically tend to avoid direct communication. They often feel embarrassed or unsure about their child’s performance, whereas more involved parents frequently ask about their child’s progress,”* Teacher 9). This insight reflects the findings of Sheldon and Epstein (2005), who report that less involved parents often withdraw from communication, thereby widening the gap between home and school environments.

Theme: Consistency of Communication with Parents.

The frequency of communication between parents and teachers is a critical factor in building a strong educational support system. One respondent noted (*“I try to maintain a monthly communication routine with parents, but the actual frequency may vary greatly,”* Teacher 4). This statement reflects a shared understanding among teachers regarding the challenges of sustaining regular communication, as efforts toward consistency are often met with varying levels of parental responsiveness. Another teacher similarly observed (*“I send out to parents through their children but only a handful of parents consistently respond. Some parents seem overwhelmed by the information, while others may not have time,”* Teacher 6). This insight underscores the complexity of establishing consistent communication channels. According to the National Education Association (NEA, 2020), regular and meaningful communication between schools and families is directly associated with improved student outcomes; however, barriers such as limited access to communication technologies and uneven levels of parental involvement must be identified and addressed.

Theme: Methods of Communication with Parents and Why?

Communication methods play a pivotal role in facilitating meaningful interactions between educators and parents. The interviews revealed a range of communication approaches employed by teachers in the Nanumba South District. One respondent noted (*"I primarily use phone calls and in-person meetings because they allow for a more personal touch. Phone calls can be overwhelming for some parents, so I'm careful to keep them concise," Teacher 7*). Similarly, another respondent emphasized the effectiveness of phone calls for sensitive issues (*"I find phone calls to be effective for sensitive matters, as they allow for immediate dialogue," Teacher 11*).

Despite the growing availability of digital communication tools, some teachers expressed caution regarding their use. One respondent explained (*"I'd prefer using apps, but I've found limited access among parents. Many of them are not familiar with technology or may not own smartphones," Teacher 1*). This observation reinforces the findings of Vaden-Kiernan et al. (2016), who indicate that although schools increasingly seek to adopt advanced communication technologies, uptake varies considerably depending on parents' access to and familiarity with digital platforms.

Theme: Most Effective Platform for Communication with Parents

When discussing effective platforms for communication, teachers highlighted a combination of traditional and modern methods. One respondent emphasized the importance of in-person interactions (*"Face-to-face meetings are the most effective for building relationships and trust. Parents feel more comfortable discussing important matters in person," Teacher 3*). This perspective aligns with Galindo and Sheldon (2012), who argue that face-to-face interactions foster stronger relational ties between parents and educators. Conversely, another respondent raised concerns about digital communication, noting (*"While I believe mobile apps can be efficient, I have*

found that they don't always convey urgency or emotions effectively," Teacher 2). This observation questions the adequacy of digital platforms in communicating critical information. The varying effectiveness of communication methods underscores the need for schools to adopt a hybrid approach, integrating both traditional face-to-face interactions and digital tools to accommodate the diverse needs of families.

Theme: Sharing Important Information with Parents.

The methods used to share important information vary considerably among educators. One respondent described a structured approach (*"I send a termly report that includes important updates such as behavioral concerns, academic progress, and key dates. This helps to ensure that all parents are informed," Teacher 8).* This proactive strategy aligns with literature supporting regular updates as a means of involving families in their children's education (Henderson & Mapp, 2002). Conversely, another respondent expressed a more cautious approach to communication (*"I prefer phone calls or individual meetings rather than sending messages, as this allows us to discuss matters more openly," Teacher 5).* This perspective reflects concerns raised by McWayne et al. (2008) regarding the sensitive nature of addressing behavioral issues and the importance of tailoring communication strategies to engage parents effectively.

Overall, the responses from teachers highlight a complex landscape of parent-teacher communication in the Nansumba South District. Despite challenges associated with low levels of parental involvement, educators are making efforts to identify effective ways to communicate with parents about their children's academic progress and needs. By using a combination of methods including phone calls, in-person meetings, and written messages teachers are attempting to bridge the gap between home and school environments.

Research Question 3: What are the challenges of parents of kindergarten pupils regarding their involvement in their children’s learning activities in the Nanumba South district?

Table 3: Challenges of Parental Involvement

Statements	SD	D	U	A	SA
I find it difficult to attend school events due to my work schedule	22 (11.7%)	16 (8.5%)	13 (6.9%)	71 (37.8%)	66 (35.1%)
My work schedule interferes with my ability to help my child learn at home	21 (11.2%)	33 (17.6%)	11 (5.9%)	58 (30.9%)	65 (35.6%)
I feel confident in helping my child with homework	81 (43.1%)	31 (16.5%)	6 (3.2%)	14 (7.4%)	56 (29.8%)
I do not receive adequate communication from my child's school regarding events and activities	17 (9%)	41 (21.8%)	11 (5.9%)	40 (21.3%)	79 (42%)
The school provides adequate information on how parents can get involved	93 (49.5%)	54 (28.7%)	22 (11.7%)	8 (4.3%)	11 (5.8%)
I am very satisfied with the current level of parental involvement at my child’s school	74 (39.4%)	69 (36.9%)	14 (7.4%)	7 (3.7%)	24 (12.8%)
I feel welcome when I visit my child’s school	0 (0%)	0 (0%)	0 (0%)	125 (66.5%)	66 (33.5%)
I feel uncomfortable talking to my child’s teacher	131 (69.7%)	57 (30.3)	0 (0%)	0 (0%)	0 (0%)
Inability to speak English language prevents me from communicating with my child’s teacher	120 (63.8%)	68 (36.2%)	0 (0%)	0 (0%)	0 (0%)
My calls to my child’s school are answered promptly	21 (11.2%)	22 (11.7%)	0 (0%)	60 (31.9%)	85 (45.2%)
I cannot support my child to learn because of my age	72 (38.3%)	59 (31.4%)	13 (6.9%)	10 (5.3%)	34 (18.1%)
I am satisfied with the parent-teacher relationship in the school	72 (38.3%)	59 (31.4%)	22 (11.7%)	11 (5.9%)	24 (12.8%)

Source: Field Data, 2024

The majority of parents find it challenging to attend school events due to their work schedules, with 71 participants (37.8%) agreeing and 66 (35.1%) strongly agreeing with this assertion. Collectively, this indicates that 72.9% of respondents acknowledge that work commitments are a significant barrier to their participation in important school events. This revelation carries profound implications, not only for the parents but also for the schools and, crucially, for the children. Parents have the potential to contribute to school life by attending parent-teacher conferences, volunteering in classrooms, participating in school committees or parent-teacher associations (PTAs), and attending school events such as performances, sports games, and fundraisers (Hagos et al., 2021). When parents are unable to attend, the child may experience a sense of detachment from the school community, which can lead to decreased motivation for their studies. Furthermore, the lack of parental presence at events might result in missed opportunities for networking with teachers and other parents, diminishing the potential for collaborative support systems that can be beneficial for both parents and children in schools.

Another statement queried parents on whether their work schedules interfere with their ability to assist their children with learning at home. Here, 58 respondents (30.9%) agreed, and 65 (35.6%) strongly agreed, indicating that nearly two-thirds (66.5%) of parents feel that their work commitments hinder their capacity to enable their child's educational development at home. This poses a significant concern since home learning environments play a critical role in shaping academic success. Supporting children to learn at home provides different dimensions of learning environment that show specific effects with developmental outcomes according to the theoretical assumptions of the home literacy and numeracy models (Simone Lehl, Maria Evangelou and Pam Sammons 2020). Furthermore, children excel even more

when their parents assist them at home with their homework, attend school sponsored events, and volunteer at their children's schools (Suizzo, 2007; Weisz, 1990).

The statement regarding parental confidence in helping their children with homework revealed a negative perspective. Here, 81 participants (43.1%) strongly disagreed with the notion that they have confidence, while 31 (16.5%) also disagreed. Together, this presents a picture of parents who because of certain challenges, feel incapable of supporting their child's learning needs at home. Many parents exhibit low self-esteem, and some have not succeeded in school, let alone having the self-confidence or the knowledge to assist their children learn. It is also true that such parents may hold negative attitude towards assisting their wards (Greenwood & Hickman, 1991). However, it is worth noting that 14(7.4%) and 56 (29.8%) of respondents expressed confidence, reflecting that there remains a subset of parents who may still not struggle with educational content or pedagogical practices in supporting their children learn at home.

The statement that addresses the extent of communication that parents receive from their child's school regarding events and activities was also revealing. A significant portion of the data highlights dissatisfaction with the level of communication, 79 respondents (42%) strongly agreed and 21.3% also agreed that they do not receive adequate updates, indicating a substantial gap in effective information dissemination. Much attention needs to be paid to how teachers and parents interact with each other, as it is vital to how children are raised and educated (Major, and Enikó. 2023). This lack of sufficient communication can create barriers not only to participation in school events but also to a holistic understanding of the educational landscape in which their children are immersed.

In relation the perception about whether schools provide adequacy of information regarding how parents can get involved. The results demonstrate a negative reaction, with 49.5% of respondents strongly disagreeing and 28.7% disagreeing. This shows that more than two-thirds of the parents feel insufficiently informed about their potential roles in their children's education. Parental involvement in education stands as a cornerstone for the holistic development of learners and the broader enhancement of societal well-being (Li & Zhang, 2023), yet schools fail to provide clear avenues through which parents can involve. The importance of such communication cannot be overstated, as parents who are well-informed are more likely to actively participate in their child's schooling.

The data also revealed that parents are not satisfied with the level of parental involvement in schools. The findings indicate that 39.4% of parents strongly disagreed and a notable 36.9% also disagreed that they are satisfied. This lukewarm sentiment about parental involvement indicates that many parents feel an inherent disconnect with the school environment, which could be attributed to a number of factors, including social, cultural, and communication barriers. This can deny children of all the benefits associated with parental involvement as emphasized by Beard and Thomson (2021) that it has been widely recognized as a key determinant of academic success and overall student well-being. When schools actively involve parents in their children's educational journey, they contribute to a supportive environment that fosters learning, reinforces positive behaviours, and instils a sense of value for education (Hsu & Chen, 2023).

Interestingly, the survey reveals that 100% of parents feel welcome when visiting the school. A welcoming environment is crucial for stating that the school values parental

involvement. A strong sense of community is paramount, as it can alleviate any negative feelings that parents might have about entering or participating in any school activity. Parents' experiences of feeling welcomed can have significant ramifications for their motivation to become involved in their child's school Siegel., et al. (2018). With 100% of parents indicating confidence in talking to teachers, this means that a significant effective communication and partnership between parents and educators can be promoted.

Most parents do not also believe age is a barrier for them in supporting their wards to learn. The survey results indicate a significant proportion of respondents strongly disagreeing (38.3%) or disagreeing (31.4%) with the statement that age is a barrier. This suggests that nearly 70% of parents do not identify their age as a barrier to supporting their children's learning, which could be indicative of a generation increasingly empowered to engage in their children's education and learning. However, it is noteworthy that 18.1% of respondents strongly agreed with the statement, alongside 5.3% who agreed. This indicates that a substantial minority perceives age as a limiting factor in their ability to contribute effectively to their children's learning processes as indicated by Yoder & Lopez, 2013 that age of parents is a barrier to parental involvement. As education continually evolves, older parents may feel disconnected from modern pedagogical approaches, fearing that their age places them at a disadvantage when supporting their child's learning in a digital age.

A juxtaposition of whether parents are satisfied with the parent-teacher relationship in the school, yields additional insights into the dynamics of educational partnerships. Here, the results demonstrate a noteworthy trend, with a 38.3% of parents strongly disagreeing and 31.4% disagreeing. This substantial figure indicates dissatisfaction

among a significant segment of the parent population regarding how teachers interact with and include them in their children's educational journeys. Poor parent-teacher relationship can result to a negative-implications on children's learning as research by Munje, Paul & Mncube, and Vusi. (2018) exert that emerging evidence points to a strong collaborative partnership among parents, communities and the school systems as a major contributor of academic success and also assists in developing these individuals with proper skills, values, and attitudes to actively contribute to society.

Conversely, a more encouraging figure emerged from the survey results despite the dissatisfaction indicated. A notable 12.8% of respondents strongly agreed with the statement whilst another 5.9% agreed, revealing that there is a segment of the parent population who do feel positive about their relationships with teachers. This portion may recognize the efforts of educators to foster parental involvement or may have positive experiences that affirm a collaborative ethos within their child's school. The positive sentiments expressed by a minority serve as an important reminder of effective relationship-building practices that can exist, even amidst broader sentiments of dissatisfaction. With regards to research question three, teachers were interviewed on the the challenges that prevent parents of kindergarten children from getting involved in their kindergarten children's learning in the Nanumba South district.

Theme: The Challenges of Communication

When discussing challenges in communication, one teacher remarked that many parents are not reachable due to poor network connectivity and limited physical interaction between schools and homes ("Many parents are not reachable due to poor network and they don't also come to the school neither do we visit their homes. There is little access to mobile networks in many communities, and many still rely on some

spots in this community for network; before you make a phone call, you have to go to certain places in the community to get network” [Teacher 12]). The issue of effective communication with parents emerged as a significant barrier for teachers in the Nanumba South District. Research suggests that effective communication between schools and families is crucial for fostering parental involvement (Fan & Chen, 2001). However, in areas with limited infrastructure, educational institutions often struggle to disseminate important information. This lack of communication highlights the necessity of developing innovative methods to engage parents, such as using community gatherings or PTA meetings, to ensure that they receive vital information about their children’s education.

Despite the very real infrastructural challenges, it is also essential to consider the cultural context in which communication occurs. As one teacher noted, some parents are not accustomed to informal dialogue with teachers and perceive teachers as authority figures, which may create feelings of intimidation (“Some parents are not accustomed to informal dialogue with teachers. They tend to see teachers as authority figures and may feel intimidated” [Teacher 11]). This cultural perception can create a significant impediment to open communication, illustrating the need for schools to adopt a more inclusive and approachable stance in their interactions with families (Gonzalez-de-Hernandez & Gonzalez, 2017).

Theme: Challenges in Promoting Parental Involvement

Promoting parental involvement in the educational process requires deliberate effort from schools, yet many teachers feel constrained. One teacher shared that although parent-teacher meetings are organized, attendance is often low due to parents’ work demands and competing responsibilities, particularly farming (“We organize parent-teacher meetings, but the turnout is often low. Even if they want to come, many

parents are farmers using long hours or prioritizing other responsibilities” [Teacher 15]). This observation reflects broader literature indicating that parents’ time constraints are a significant barrier to their involvement in their children’s education (Morgan, 2021). Those who work in non-traditional jobs or who lack flexible schedules may find it especially challenging to attend meetings or participate in school activities. Teachers also pointed out that the lack of structured programmes aimed at engaging parents limits involvement, with one teacher emphasizing the need for capacity-building initiatives that equip parents to support learning at home (“We need workshops or activities that not only invite parents but also provide them with skills to assist their children at home” [Teacher 3]). The absence of such initiatives can exacerbate the separation between parents and educators and hinder parents from adopting practices that support their children’s education (Holloway et al., 2008).

Theme: Parental Challenges in Involvement with Learning

The barriers that prevent parents from engaging with their children’s learning are myriad. One teacher commented that many parents desire to be involved but lack the skills needed to support homework activities, which often results in uncertainty and hesitation (“Many parents want to be involved but don’t know how to assist their children with homework. Lack of skills can make them unsure and hesitant” [Teacher 13]). This sentiment encapsulates a frequent concern among parents who may feel inadequate in their ability to support academic activities, thus discouraging involvement (Power et al., 2016). This issue is particularly prevalent in the context of the Nanumba South District, where educational resources are limited and many parents have not received extensive formal education themselves.

Moreover, parents’ work commitments also play a significant role in their capacity to be involved. As one teacher pointed out, parents often engage in demanding farm

work that leaves them physically exhausted and with limited time or energy to participate in school-related matters or support learning at home (“Parents often work on farms and come back home exhausted, leaving little energy for involvement in school matters or supporting their children at home” [Teacher 8]). Time poverty can severely impact parents’ active participation in their children’s education, leading to a vicious cycle in which disengagement from the educational process perpetuates low academic achievement (Dumais, 2006).

Theme: Cultural Factors Affecting Parental Involvement

Cultural factors significantly influence parental involvement in education. The teachers interviewed acknowledged this, with one remarking that in the community, education is largely perceived as the sole responsibility of the school, and that parents believe sending their children to school is sufficient (“In this community, education is viewed as the sole responsibility of the school. Parents think if they send their children to school, that is enough” [Teacher 4]). Understanding this mindset is crucial because it reflects a broader societal belief about the roles of family and education. Research has shown that cultural perceptions can shape parental behaviors and attitudes towards education, which ultimately influence their level of involvement (Baker & Soden, 2001).

The communal culture prevalent in the Nanumba South District can also function as both a barrier and a facilitator to parental involvement. As one teacher explained, while PTA gatherings encourage collective participation, the emphasis on collective responsibility may reduce the perceived importance of individual parental roles in supporting children’s learning (“While we do have PTA gatherings where parents are encouraged to participate, sometimes the emphasis on collective over individual responsibility can downplay the importance of individual parental involvement”

[Teacher 2]). This highlights a tension between collectivist cultural values and the individualistic nature of parental involvement emphasized in educational practice.

Theme: The Impact of Language Barriers

Language proficiency serves as a critical barrier to parental involvement. One teacher revealed that many parents are not proficient in English, which makes it difficult for them to understand school communications and participate in discussions (“Many of our parents are not proficient in English, which can make it challenging to understand school communications and participate in discussions” [Teacher 7]). Language barriers are widely documented challenges in educational contexts, particularly in multilingual societies (Tse, 2001). In the Nanumba South District, where local languages differ from the language of instruction, it becomes imperative for schools to find ways to communicate effectively with non-English-speaking parents. Creating bilingual communication materials, providing translation services during meetings, or involving community leaders who speak the local languages could enhance understanding and facilitate parent engagement. One teacher expressed hope for the future, emphasizing that addressing language gaps could foster a more inclusive environment and encourage greater parental participation (“If we work towards bridging these language gaps, we could create a more inclusive environment that encourages parents to participate more actively” [Teacher 7]).

Research Question 4: What strategies can be put in place to improve parental involvement in learning activities among kindergarten pupils in the Nanumba South District?

Table 4: Strategies of Improving Parental Involvement

Statements	Strongly Disagreed	Disagreed	Undecided	Agreed	Strongly Agreed
My child's teacher suggests specific ways I can support my child to learn at home	139 (73.9%)	49 (26.1%)	0 (0%)	0 (0%)	0 (0%)
I have made suggestions to my child's teacher about how to support my child learn	90 (47.9%)	98 (52.1%)	0 (0%)	0 (0%)	0 (0%)
I do receive invitations to attend meetings to make decisions in the school	68 (36.2%)	79 (42%)	0 (0%)	21 (11.2%)	20 (10.6%)
I receive information regularly about the learning progress of my child	51 (27.1%)	81 (43.1%)	13 (6.9%)	21 (11.2%)	22 (11.7%)
The PTA is very effective	90 (47.9%)	47 (25%)	14 (7.4%)	13 (6.9%)	24 (12.8%)
My child's teacher always visits me to discuss his/her learning	122 (64.9%)	66 (35.1%)	0 (0%)	0 (0%)	0 (0%)
There are regular volunteering opportunities in the school	107 (56.9%)	81 (43.1%)	0 (0%)	0 (0%)	0 (0%)
The school organizes workshops or information sessions for parents on helping children with homework	129 (68.6%)	59 (31.4%)	0 (0%)	0 (0%)	0 (0%)
There are flexible meeting times to accommodate working parents	55 (29.3%)	71 (37.8%)	12 (6.4%)	30 (16%)	20 (10.6)
Teachers in the school understand my local language	20 (10.6%)	51 (27.1%)	10 (5.3%)	59 (31.4%)	48 (25.5%)

Source: Field Data, 2024

The data in table 4.4 above assesses the extent to which parents feel supported by their child's teacher in terms of specific learning strategies to assist children at home. A significant majority of parents, 139 (73.9%), strongly disagreed while 26.1% disagreed that teachers do suggest specific ways by which they can support their wards to learn at home. By suggesting specific strategies tailored to individual children, teachers not only enrich the child's learning experience but also promote a sense of agency among parents. This approach can lead to higher levels of student engagement and improved academic outcomes. In a related situation, parents also agreed that they do not make suggestions to teachers about how to support their children learn. Out of the respondents, 90 (47.9%) strongly disagreed while 98 (52.1%) disagreed. This overwhelming negative response suggests that there is no effective communication between parents and teachers about how they can enhance their children's learning in or outside the school environment. Communication serves as the foundation of this relationship and fostering a sense of sharing between the family and school (Ozmen et al 2016).

Furthermore, 78.2% of parents feel they are not involved in decisions making in the school. This points to a complex picture of parental involvement at a broader school community level. Here, 68 (36.2%) of parents strongly disagreed, and 79 (42%) disagreed that they are involved, suggesting a larger proportion of parents feel excluded from decision-making processes within the school. Only 31 (21.8%) felt positive about being invited, a reflection that outreach efforts may be lacking or ineffective. This deficiency in invitations to engage in school-wide discussions could lead to a disconnect between the school's administration and parents.

When parents are not given the opportunity to participate in important decisions regarding educational policies or curriculum activities, their sense of belonging and investment in the school diminishes. A meta-analysis conducted by Jeynes (2019) highlighted that parental involvement in school decision-making boosts not only academic performance but also students' emotional well-being. By sharing their insights, parents can help educators understand the unique challenges their children face, which in turn allows for tailored approaches that foster a more effective learning environment. Also, involvement of parents in decision-making processes creates a sense of community and belonging, essential factors in children's social and emotional development. Research by Hill and Tyson (2022) indicates that when parents engage in school governance, it cultivates a nurturing environment for students, leading to better interpersonal relationships among peers and improved social skills. Involvement in school activities allows parents to model behaviors that emphasize respect, cooperation, and responsibility, reinforcing these values in their children.

The survey revealed an important finding on whether parents receive information regularly about the learning progress of children and over a quarter of parents (51 or 27.1%) strongly disagreed, and 81 (43.1%) disagreed, while only 22 (11.7%) strongly agreed they receive regular information. These statistics signal a concerning gap in communication about students' educational development. The lack of feedback about their children's progress indicates a potential area of regression in the parent-teacher relationship. Additional reporting to parents can be regarded as crucial (O'Brien, 2007), given the culture of the home and that of the school, when there is no correspondence, there are added complexities to developing effective alienation between schools and families (Crozier and Davies, 2007). Partnerships between families and schools working together aim at expanding on interactions involving the

learners whereby parents are treated respectfully will be willing to take part in their children's schooling (Albrecht, 2021).

In finding out about the perceived effectiveness of the PTA, 90 respondents (47.9%) strongly disagreed and 47 (25%) disagreed. A mere 24 respondents (12.8%) expressed strong agreement. This pronounced sense of dissatisfaction signifies a disconnect between the PTA's perceived role and its actual utility in the eyes of parents. At its core, the PTA should function as a bridge between parents and the school, facilitating communication and collaboration towards a common goal. The stark absence of agreement suggests that the PTA may either be failing to meet parents' expectations or lacking in engagement activities that resonate with the community's needs. Parents-teachers collaboration motivates learners to learn inside and outside of the classroom (Lekli & Kaloti, 2015).

The data also suggests that a substantial majority of respondents 122 (64.9%) strongly expressed dissatisfaction with their children's teacher visiting them to discuss learning outcomes. There remains a notable subset of 66 respondents (35.1%) who also disagreed. This could hint at parents feeling neglected or undervalued in the educational dialogue, asserting the importance of consistent and inclusive communication strategies. According to Wright et al. (2018), home visitation has an effect on students' academic and behavioral functioning at school. In their studies, students in the school system program who were home visited outperformed other students as they registered a higher improvement in their grades and motivation attitudes and parents whose children were home visited were more involved in the education of their kids than those who didn't receive visits. Many schools have begun adopting creative ways to improve parental involvement (Stefanski et al., 2016). One

strategy that has gained increasing attention is home visiting (Mcknight et al., 2017; Sheldon & Jung, 2018)

Additionally, 100% of parents either strongly disagreed or disagreed that there are regular volunteering opportunities in the schools where their children attend. Volunteering options not only influence parental involvement but also enrich the school community, allowing for a more supportive and networked environment. The significant percentage of disagreement indicates a potential gap in the alignment between school initiatives and parent expectations. It raises questions about the nature, availability and accessibility of these volunteering opportunities.

Also, the survey data reflects another critical dimension of the home-school interaction through parental perceptions of communication from teachers. Indeed, volunteerism contributes greatly to a child's well-being both in academic and behavioural perspectives. It is advantageous to educators, the learners, and parents as well (Nyatuka & Benard 2022). Schools are some of the local institutions which benefit more from volunteers when plans are tailored to allow more parents to take part, and while hoping to integrate the skills and interests of parents with the requirements of learners, teachers, and administrators (Nyatuka, 2015).

The statement reflecting the perception of workshop availability garners substantial negative responses, with 129 (68.6%) expressing strongly disagreement that the school organizes workshops or information sessions for parents aimed at assisting children with homework. Also, 59 parents (31.4%) disagreed, Workshops or information sessions serve as a critical point of contact for schools, enabling them to offer crucial resources and build capacity. Parent workshops or academies that include educational training on parenting strategies, education systems or how to advocate for

children's needs (Gil & Johnson, 2021). The absence of this involvement can be detrimental, as it disconnects parents from contemporary educational practices that may be beneficial for their children. It is based on this that Eden and Chima (2024) in their study recommended training and resources to support parents in advocating for their children's educational needs and participating in school improvement efforts. Pasha, S. et al. (2021) also suggested that Parents' knowledge, skills, and competence in parenthood and educational aspects should be considered essential to the overall development of children, including mental and physical development.

Parental involvement is undoubtedly influenced by the scheduling and timing of school-related activities, particularly for working parents. The data reveals a striking reality, with about 55 respondents (29.3%) strongly disagreeing that there are flexible meeting times and 71 (37.8%) disagreed. This highlights a critical barrier to engagement, as working parents often struggle to participate fully in school meetings or events scheduled during traditional working hours. This is supported by Romm, (2015) that work-related time constraints can have a significant impact on both quality and quantity of parental involvement.

The statement concerning teachers' understanding of the local language yielded varied responses, with 20 parents (10.6%) and 51(27.1%) expressing either strong disagreement or disagreement that teachers understand the local dialect. This lack of agreement could represent the challenges many parents face in navigating the educational system, particularly if language barriers exist. As detailed by Rolander (2018), many parents tend to find it awkward communicating with their children's teachers due to the language barrier. As noted by Rolander, the most often mentioned obstacle experienced in communicating with parents is the ability to speak the English

language. This may pose a challenge effective communication between teachers and parents. Also, 56.9% expressed agreement that teachers understand their local language. This is an indication that more than half of teachers understand the local language which is a good indication and has the potential to serve as a catalyst towards parental involvement.

With regards to research question four, teachers were interviewed on the strategies that can be put in place to improve parental involvement among kindergarten learners in the Nanumba South District.

Theme: Enhancing Resources and Support for Parental Involvement

One of the critical themes that emerged from the interviews was the need for additional resources and support systems to enhance parental involvement. When asked what specific resources would be beneficial, many educators suggested the implementation of workshops and informational sessions tailored to parents. As one interviewee articulated, providing parents with tools and knowledge on how to support their children's learning can help demystify the educational process ("Providing parents with tools and knowledge about how to support their children's learning can demystify the educational process" [Teacher 1]). This aligns with the literature, which indicates that parent education programs significantly boost involvement levels by empowering parents to take an active role in their children's education (Hornby & Lafaele, 2011).

Furthermore, the creation of community resources such as libraries and family support centers was identified as vital. Parents in the Nanumba South District often lack the necessary materials to assist with homework or learning at home. As another teacher pointed out, facilitating access to books and educational materials could encourage

parental involvement while also enriching the learning environment (“If we could facilitate access to books and educational materials, it would not only encourage parental involvement but also enrich the learning environment” [Teacher 6]). Studies indicate that providing families with access to educational resources correlates positively with increased student achievement and parental involvement (Epstein, 2011).

Them: Supporting Teachers in Parental Involvement

Teachers highlighted the importance of institutional support in their efforts to involve parents. One teacher suggested that professional development focused on family engagement strategies could strengthen teachers’ capacity to involve parents effectively (“Professional development focused on family engagement strategies could bolster our capacity to involve parents effectively” [Teacher 10]). This reflects the standpoint that equipping teachers with the necessary skills and knowledge to engage parents is crucial. Research has shown that when teachers feel supported in their efforts to collaborate with families, they are more likely to implement effective involvement strategies (Mapp & Kuttner, 2013).

Additionally, the establishment of a dedicated parental involvement coordinator within schools could facilitate stronger connections between teachers and parents. By assigning a professional whose primary role is to foster these relationships, schools can create a more structured and proactive approach to involving parents. Therefore, providing teachers with adequate time and resources to communicate and collaborate with parents is essential for nurturing a sustainable culture of parental involvement (Ferlazzo, 2015).

Theme: The Role of Technology in Facilitating Parental Involvement

The integration of technology emerged as a significant theme in the interviews, with teachers recognizing its potential to enhance parental involvement. One teacher noted that using platforms such as WhatsApp or mobile applications dedicated to communication can facilitate seamless dialogue between parents and teachers (“Using platforms like WhatsApp or mobile apps dedicated to communication can create a seamless dialogue between parents and teachers” [Teacher 15]). This perspective aligns with existing literature that identifies technology as a valuable tool for enhancing communication and engagement between schools and families (Henderson & Mapp, 2002). Moreover, the use of digital platforms for sharing information about school events, learning objectives, and children’s progress can keep parents informed and involved. As articulated by another educator, timely updates can increase parents’ likelihood of participating in school activities and supporting their children’s learning at home (“When parents receive timely updates, they are more likely to participate in school activities and support their children’s learning at home” [Teacher 9]). Therefore, kindergarten schools in the Nanumba South District should consider adopting technology to streamline communication, foster parental involvement, and strengthen community among parents.

Theme: Effective Strategies for Promoting Parental Involvement

As the interviews progressed, teachers were asked to identify specific strategies they believed to be most effective in promoting parental involvement. Many pointed to the importance of flexible scheduling for school events and parent–teacher meetings. One teacher suggested that offering multiple meeting times could accommodate parents’ varied work schedules and increase attendance (“If we offer multiple times for meeting parents, it can accommodate different work schedules and increase

attendance” [Teacher 7]). This view is supported by the literature, which maintains that flexibility in scheduling is paramount in engaging families who may face economic or logistical barriers to participation (Baker & Soden, 2013).

Additionally, creating family-centric events that are both enjoyable and educational was seen as an effective way to foster parental involvement. Activities such as family literacy nights or joint parent–child workshops can serve as learning opportunities while also strengthening family–school bonds. Research indicates that such initiatives promote a sense of belonging and community among families, which in turn encourages sustained engagement with schools (Doan Hayes, Gonzalez-DeHass, & Willems, 2010).

Facilitating Communication between Parents and Teachers

Navigating communication between parents and teachers is vital in fostering parental involvement. Educators expressed that schools need to provide structured avenues for ongoing dialogue. One interviewee expressed that regular meetings, phone calls, and home visits can significantly improve connections with parents (“Regular meetings, phone calls, and home visits can really make a difference in connecting with parents” [Teacher 5]). This highlights the importance of integrating traditional and digital communication methods to cater to diverse parental preferences. Furthermore, empowering parent-teacher associations (PTAs) to encourage parental voice and participation in decision-making processes could strengthen communication and collaboration. Teachers suggested that such structures could enhance trust and transparency between parents and schools, thereby fostering a culture of shared responsibility for children’s education (Harris & Goodall, 2008).

Theme: Building Relationships with Parents to Enhance Involvement

Another significant theme that emerged from the interviews was the necessity of building robust relationships between schools and families. One teacher noted that building trust with parents takes time but is essential for encouraging their involvement (“Building trust with parents takes time, but it is essential for encouraging their involvement” [Teacher 14]). This insight echoes much of the literature, which asserts that fostering strong, positive relationships is a foundation for effective parental involvement (Epstein, 2011). Implementing initiatives where educators make a concerted effort to understand the unique cultural, social, and economic backgrounds of their students and families can be highly effective. Drawing from the existing literature, a culturally responsive approach can create an inclusive environment that welcomes diverse parental participation (Ladson-Billings, 1994). Moreover, teachers suggested the importance of showcasing parental contributions to the school community, which not only validates their efforts but also encourages further involvement. Recognizing parents during school events or acknowledging their contributions in decision-making can enhance their connection to the school.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Overview

This chapter entails the summary of the key findings of the study, conclusions, and recommendations and limitations of the study.

5.1 Summary of the Key Findings of the Study

The findings of the research suggest a substantial willingness among parents to partake in their children's learning activities. In respect to the modes of communication utilized by parents and teachers the study revealed noteworthy trend while parents preferred face-to-face interactions most teachers preferred phone calls. The significant barriers to parental involvement in learning activities identified in the study are; the challenging work schedules that many parents face, parents exhibit low self-esteem and lack the foundational academic achievements that would empower them to feel confident in aiding their children with their learning. The study also revealed that the strategies that can be put in place to improve parental involvement in learning activities of their wards includes; provision of workshops or information sessions for parents on the need to support children learn and how to support their children learn at home and in schools.

5.2 Conclusions

The study therefore concluded that parental involvement in children's learning activities was very crucial. The study also concluded that the challenges parents face includes time constraints, lack of information about school events and activities, and uncertainty regarding parent's abilities to assist with learning. while parents favor face-to-face communication teachers prefer phone-calls. Strategies such as organizing

workshops for parents, fostering dialogue between parents and teachers, involving parents in school decision-making, empowering PTAs, and ensuring flexible scheduling of school events can improve parental involvement in the Nanumba South District.

5.3 Recommendations

1. Schools should organize workshops or information sessions aimed at educating parents about the significance of their involvement in their children's learning activities.
2. Schools should consider more innovative formats such as informal gatherings, workshops, or even digital platforms that facilitate regular communications.
3. Schools must navigate the delicate balance of improving involvement while addressing the barriers faced by parents. That is ensuring flexible timing of school events.
4. Schools should develop and enforce guidelines for parental involvement at the kindergarten level.

5.4 Limitations of the Study

Notwithstanding the systematic procedures employed in conducting this study, certain limitations were encountered, which are acknowledged in order to ensure transparency and scholarly rigor. The study was geographically limited to the Nanumba South District. Consequently, the findings may not be readily generalized to other districts or regions with differing socio-cultural, economic, and educational characteristics. Parental involvement practices are context-dependent, and variations in community norms, parental literacy levels, and access to educational resources may influence the extent and nature of parental involvement in other settings.

The study relied primarily on self-reported data obtained from parents and kindergarten teachers through questionnaires and interviews. Self-reported data are inherently susceptible to response and social desirability biases, as respondents may overstate positive behaviors or underreport challenges related to their involvement in children's learning activities. This limitation may have affected the absolute accuracy of responses concerning parental support practices and modes of communication between parents and teachers. Differences in parents' educational levels and literacy skills constituted another limitation of the study. Some parents experienced difficulty interpreting questionnaire items or expressing their views clearly during interviews. Although explanations were provided to enhance understanding, there remains the possibility that some responses may not have fully captured the respondents' actual practices and experiences.

Furthermore, the study did not include a direct assessment of kindergarten learners' academic performance or learning outcomes. As a result, the findings were limited to examining parental involvement practices, communication modes, challenges, and improvement strategies without establishing a direct causal relationship between parental involvement and pupils' learning outcomes. Time constraints also limited the scope of the study. Data collection was conducted within a specific period, which restricted the opportunity to observe parental involvement practices over an extended duration. A longitudinal approach might have provided deeper insights into patterns and changes in parental involvement over time. Despite these limitations, appropriate research design, sampling procedures, and data collection methods were employed to ensure that the findings of the study remain credible and useful for informing policy, practice, and future research on parental involvement in learning activities among kindergarten learners.

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APPENDIX A

UNIVERSITY OF EDUCATION WINNEBA

FACULTY OF EDUCATIONAL STUDIES

DEPARTMENT OF EARLY CHILDHOOD EDUCATION

**TOPIC: PARENTAL INVOLVEMENT AND ITS INFLUENCE ON LEARNING
OUTCOMES AMONG KINDERGARTEN LEARNERS IN THE NANUMBA
SOUTH DISTRICT.**

QUESTIONNAIRE FOR PARENTS

This questionnaire is meant for data collection to address the above topic in partial fulfilment of the requirements for the award of a Master of Philosophy (MPHIL) degree in Early Childhood Education. Your responses to the questions would help the researcher get appropriate findings that will contribute to knowledge in the academia. Your confidentiality is assured.

Reference information

Date of interview..... School

Circuit

Questionnaire number

SECTION A

Demographic Data

The following are statements about you. Please tick (✓) the alternative that best describes your response to each statement.

1. Sex 1. Male [] 2. female []
2. Do you have any formal education? Yes [] No [] If no, move to question 3.
3. Education qualification 1. None [] 2. JHS/SSSCE/WASSCE [] 3. Diploma [] 4. CERT A“ [] 5. Degree [] 6. Maters []
4. Occupation 1. Farming [] 2. Teaching [] 3. Trading 4. Nurse [] Others []
specify
5. What is your current employment status? Full-time [] Part-time []
Unemployed []
6. Relationship with child 1. Biological [] 2. Sibling [] 3. Guardian []
Others [] specify

Section B:

Please read each statement carefully and rate your level of involvement regarding each activity on a scale of 1 to 5. Kindly tick (✓) the alternative that best describes your response on the occurrence of each of them.

KEY indicate:

7. „Never“
8. „Rarely“
9. „Sometimes“
10. „Often“
11. „Always“

SN	Statement	1	2	3	4	5
12	I help my child with homework					
13	I read books with my child					
14	I participate in school fundraising efforts					
15	I attend parent-teacher meetings					
16	I volunteer for school events or activities					
17	I encourage my child to explore new educational materials (e.g., educational games, documentaries).					
18	I pay regular visits to my child's school to find out about his/her progress					
19	I encourage my child to learn at home daily					
20	I sit down with my child to discuss their day at school					
21	My involvement has positive impact on my child's success					
22	I attend workshops or information sessions about assisting with homework and learning					
23	I set academic goals for my child					
24	I provide my child with educational resources (e.g., books, stationery, technology)					
25	I take my child to educational sites (libraries, museums, educational events)					

Section C:

The following are statements about parent-teacher communication. Kindly tick (✓) the alternative(s) that best describes your response to each.

26. How often do you communicate with your child's teacher(s)? (A) Never [] (B) Rarely [] (C) Occasionally [] (D) Frequently [] (E) Very Frequently []
27. What methods of communication do you use to contact your child's teacher? (a) Face-to-face [] (b) Phone calls [] (c) Emails [] (d) Text messages [] (e) Other [] (Specify.....)
28. Which method do you find the most effective? (a) Face-to-face [] (b) Phone calls [] (c) Emails [] (d) Text messages [] (e) Other [] (Specify.....)
29. How satisfied are you with the information your child's teacher(s) provides to you? (a) Very Unsatisfied [] (b) Unsatisfied [] (c) Neutral [] (d) Satisfied [] (e) Very Satisfied []
30. How timely is the communication you receive from the school? (a) Very Untimely [] (b) Untimely [] (c) Neutral [] (d) Timely [] (e) Very Timely []
31. To what extent do you believe communication with your child's teacher impacts your child's academic performance? (a) No Impact [] (b) Minimal Impact [] (c) Moderate Impact [] (d) Significant Impact [] (e) Critical Impact []
32. What challenges do you face in communicating with your child's teacher? (Select all that apply)
- Time constraints [] Language barriers [] Lack of information []
- Other(s) [] Specify.....

33. Do you communicate with your child's teacher regarding his/her progress? (a) Often [] (b) Sometimes [] (c) Rarely [] (d) Never []

Section D:

The following are statements about barriers to parental involvement in children's learning. Kindly tick (✓) the alternative that best describes your response to each of them.

KEY indicate:

34. „Strongly Disagree“
35. „Disagree“
36. „Undecided“
37. „Agree“
38. „Strongly Agree“

The following are statements about the strategies of improving parental involvement.

Kindly tick (✓) the alternative that best describes your response on the occurrence of each of them.

KEY indicate:

Section E:

1=„Strongly Disagree“ 2=„Disagree“ 3=„Undecided“ 4=„Agree“

5=„Strongly Agree“

SN	Statements	1	2	3	4	5
39	I find it difficult to attend school events due to my work schedule					
40	My work schedule interferes with my ability to help my child learn at home					
41	I feel confident in helping my child with homework					
42	I do not receive adequate communication from my child's school regarding events and activities					
45	Financial constraints prevent me from supporting my child's educational activities					
46	The school provides adequate information on how parents can get involved					
47	I am very satisfied with the current level of parental involvement at my child's school					
48	I feel welcome when I visit my child's school					
49	I feel uncomfortable talking to my child's teacher					
50	Inability to speak English language prevents me from communicating with my child's teacher					
51	My calls to my child's school are answered promptly					
52	I know how to help my child complete homework					
53	I cannot support my child to learn because of my age					

54	I am satisfied with the parent-teacher relationship in the school					
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SN	Statements	1	2	3	4	5
60	My child's teacher suggests specific ways I can support my child to learn at home					
61	I have made suggestions to my child's teacher about how to support my child learn					
62	I do receive invitations to attend meetings to make decisions in the school					
63	I receive information regularly about the learning progress of my child					
64	The school provides activities for parents to participate in					
65	The PTA is very effective					
66	My child's teacher always visits me to discuss his/her learning					
67	There are regular volunteering opportunities in the school					
68	I regularly receive communication from teachers					
69	The school organizes workshops for parents on helping children with homework					
70	There are flexible meeting times to accommodate working parents					
71	Teachers in the school understand my local language					

Thank you

APENDIX B

INTERVIEW GUIDE

Greetings, thank you for your time in attending this interview. I am Abdul Rahaman A Jele, and I am researching on parental involvement and its influence on learning outcomes among kindergarten children in Nanumba South District. I am particularly determining, the ways in which parents of kindergarten children participate in the learning of their wards learning, The nature of parent-teacher communication amongst parents and kindergarten teachers, The challenges of parental involvement in the learning of kindergarten children, The strategies that can enhance parents' involvement in the education of kindergarten learners in Nanumba South. Your contribution is of great importance to this study and I am very grateful that you accepted to be present and discuss your opinions and experience. I would like to reassure you that every detail you offer during this research is held in strict confidence and your name and identity would not be revealed.

Section A:

1. Do parents take part in school activities? If yes, what activities do parents participate in within the school
2. What specific forms of parental involvement have you observed in your classroom
3. How consistent are parents in participating in school activities?
4. How will you describe the nature of parental involvement in your classroom
5. What activities do you think parents typically engage in to assist their children's education at home?
6. How do you involve parents in decision-making processes within the classroom?

Section B:

1. How do parents communicate with you regarding their children's progress or academic needs?
2. Describe how frequent you communicate with parents.
3. What methods do you currently use to communicate with parents and why (e.g., emails, phone calls, in-person meetings, school apps)?
4. What platforms do you find most effective for communication with parents? Why?
5. How do you share important information (e.g., grades, behaviors concerns)?

Section C:

1. What challenges do you encounter in communicating with parents?
2. What challenges do you face in promoting parental involvement?
3. What challenges do you think parents face in trying to engage with their children's learning?
4. How do you think the school can better support parents in overcoming these challenges?
5. In your view what cultural factors affect parental involvement?
6. How do you think language barrier affect parental involvement in the school activities?

Section D:

1. What additional resources or support do you believe would enhance parental involvement?
2. In your opinion, how can the school or district better support teachers in parental involvement?

3. What role do you think technology can play in facilitating parental involvement?
4. What strategies do you think are most effective in promoting parental involvement in the school
5. In what ways do you think the school could better facilitate communication between parents and teachers?
6. How do you think the school can work to enhance relationship with parents to enhance their involvement?

Thank you.

APENDIX C

Interlocutory letter from UEW

	UNIVERSITY OF EDUCATION, WINNEBA FACULTY OF APPLIED BEHAVIOURAL SCIENCES IN EDUCATION DEPARTMENT OF EARLY CHILDHOOD EDUCATION P. O. Box 25, Winneba, Ghana ece@uew.edu.gh
FABSE/DECE/1.1	
17 TH JUNE, 2024	
The Director Ghana Education Service P.O BOX 1 Wulensi	
Dear Sir/ Madam,	
INTRODUCTORY LETTER	
I kindly write to introduce to you Mr. Abdul Rahaman A Jeele with index number:8241900045 who is an M. Phil student at the Department of Early Childhood Education, University of Education, Winneba. He is in his final year and has to embark on his thesis on the topic: <i>"Parental Involvement and its influence on Learning Outcomes among Kindergartern Learners in the Nanumba South District"</i> .	
Mr. Abdul Rahaman A Jeele is to collect data for his thesis, and I would be most grateful if he could be given the needed assistance.	
Thank you.	
Yours faithfully,	
	
PROF. MICHAEL SUBBEY, (PhD.) HEAD OF DEPARTMENT	
	www.uew.edu.gh

APENDIX D

Approval letter from District Director of Education

GHANA EDUCATION SERVICE

In case of reply the number
and date of this letter should be quoted
Our Ref. No.PG 2 /GES/NR/NSD/vol.1/...
Your Ref. No.....



DISTRICT EDUCATION OFFICE
NANUMBA SOUTH
P.O BOX 1
WULENSI
DATE 28TH June, 2024

Dear Sir/Madam,

**RE: APPROVAL FOR MR. ABDUL RAHAMAN A JELEE'S DATA COLLECTION
FOR MPhil RESEARCH**

With this letter, I wish to formally inform you that permission has been granted to Mr. Abdul Rahaman A Jeele to collect data from schools in the district as part of his MPhil research undertaking on the topic "*Parental Involvement in Learning Activities Among Kindergarten Pupils in the Nanumba South District*".

Mr. A Jeele is currently enrolled in a Master of Philosophy programme at the University of Education, Winneba, and the data would be collected for his thesis.

We kindly request your support in facilitating Mr. Jeele's data collection process within your school.

Thank you.

Yours faithfully


.....
Matilda Kazi Ayombil
District Director
(0246426850)

**DIRECTOR
GHANA EDUCATION SERVICE
NANUMBA SOUTH DISTRICT**