

Effects of Parental Involvement in Education on the Academic Achievement of Students in Ghana

Matthew Donkor¹ George Prince Atta PhD² Frank Acheampong³ Ernest Atta-Asiamah PhD⁴

¹ Agona SDA SHS, Sekyere South District, Agona, Ghana.

^{2&3}Department of Education, St. Ambrose College of Education, Dormaa Akwamu, Ghana

⁴St. Louis Community College, St. Louis, MO, USA

doi: <https://doi.org/10.37745/bjpr.2013/vol12n14965>

Published April 09, 2024

Citation: Donkor M., Atta G.P., Acheampong F., and Atta-Asiamah E. (2024) Effects of Parental Involvement in Education on the Academic Achievement of Students in Ghana, *British Journal of Psychology Research*, 12 (1),49-65

ABSTRACT: *The study investigated the effect of parental involvement in education on students' academic achievement in the Sekyere South District of Ghana. The study through purposive sampling technique sampled 363 parents. The study used a questionnaire to collect primary data from the parents. Secondary data on students' academic achievements over two years (2020/2021 and 2021/2022 academic years) were obtained from the Academic Units of the selected schools. Results show that the majority of parents were not communicating vital information to school authorities or teachers from time to time, did not support student ICT learning in the schools, did not help their students with their home learning and failed to discuss their students' academic performances with teachers. However, the majority of parents attended school programmes, provided learning materials for their students, requested extra classes for their students, and were involved in the selection of textbooks for their students. This study found a strong significant positive correlation between parental involvement in education and students' academic achievement. All the components of parental involvement in education impacted students' academic achievement.*

KEYWORDS: parental, involvement, education, students, academic achievement

INTRODUCTION

It is widely recognised that if students are to maximise their potential at school they will need the full support of their parents. Attempts to enhance parental involvement in education occupy

Publication of the European Centre for Research Training and Development -UK governments, administrators, educators and parents all over the world (Desforges & Abouchaarorld, 2003).

Many researchers recognise the important role that a strong positive bond between parents and schools, plays in the development and education of students. The theories put forward have been supported, and reaffirmed, by numerous studies that have shown that good cooperation between schools, parents and communities can lead to academic achievement for students, as well as reforms in education (Đurišić & Bunijevac, 2017). Garcia and Thornton's (2014) research shows that the involvement of parents in education helps to improve students' performance, reduce absenteeism and restore parents' confidence in their students' education. Students with caregivers who are involved in learners' education, earn higher grades and test scores, have better social skills, and show improved behaviour. This is something that we as a community and the world at large are in need of, as it would highly contribute to reducing crime and poverty (Ntekane, 2018)

The Editorial Projects in Education Research Center (2013) noted that most schools are unable to address student misbehaviour and to describe potential solutions that could help them in their classrooms or at their schools because of little or no parental involvement in their students' education. World Bank (2001) noted that community involvement in education plays a determinant role in delivering quality education. That entails that schools should have a sound relationship with the parents of the students they serve. Schools are service-rendering institutions; hence, a close and intimate relationship between the school and the parents improves the educational achievements of students (Mukethe, 2015).

Therefore, it is a global issue that parents should play their role in educating their children in collaboration with the schools (World Bank, 2001). Parents support school projects and also assist their wards in home studies. The Sekyere South District in Ghana is not different from other communities where parents are supporting the schools in diverse ways ranging from sending their students to schools, the supply of some learning needs to their wards, land allocation for school projects, and assisting of building projects. However, the exact effect of parental involvement on students' academic achievement is not uniform, and it depends on how and the extent of the involvement. This study, therefore, assesses the effects of parental involvement on students' academic achievement in the public senior high schools in the Sekyere South District.

In the past, school head teachers operated a closed system of administration where parents were not involved in the training of their children in school. The situation has changed, as parents are now allowed in one way or the other in educating their wards. For example, in Sekyere South District, parents have supported the Agona Secondary Technical School girls' dormitory (1-story building), eighteen (18) units of a classroom block, and a school fence wall. Also, in SDA SHS-Agona, parents have put up teachers' bungalows; a multi-complex assembly hall, a dining hall, and a classroom block (Sekyere South District Assembly, 2020). Parents are moreover involved in decision-making in certain key areas such as teachers' welfare, vacation classes, and students' discipline. This clearly shows that the parents within Sekyere South District are to some extent involved in education.

Most studies suggest that parental or guardian involvement is associated positively with students' performance in school (Nyarko & Vorgelegt, 2007; Quansah et al., 2022; Topor et al., 2010) and research in this area is increasing (Lara1 & Saracostti 2019; Chowa, Ansong & Osei-Akoto, 2012) attention has not focused on specific populations (Bartoli, Joshi and Wolf, 2022). The extent of parental involvement diminishes as the student gets older and is strongly influenced at all ages by the student characteristically taking a very active mediating role. Parental engagement is low when measured by children's at-home stimulation, school-based involvement, and parent-teacher communication (Amadu et al., 2018; Cuartas et al., 2020).

However, to the best of researchers' knowledge, and a scan through the literature, little identified empirical study has been done in the study area to ascertain the effects of parental involvement on the academic achievement of SHS students in the district. A better understanding of parental engagement in Ghana is needed to successfully involve parents to support students learning. This study, therefore, seeks to research the effects of parental involvement in education on the academic achievement of students of three selected senior high schools in the Sekyere South District.

Conceptualisation of Parental Involvement

Parental involvement refers to a situation where parents are directly involved in the education of their students, they involve themselves and are involved by the school and teachers in the learning process of their students, and they fulfill their duties as parents in making sure that the learner is assisted in the process of learning as much as they possibly can. It does not just refer to parents enquiring about the performance of a learner in schools, but also in them taking a role in communicating with their students with the aim of having a healthy relationship with them, so that the process of encouraging, mentoring, leading and inspiring may be genuine (Clinton & Hattie, 2013).

Past studies have shown that active parental involvement in students' education decreases as the students become older (Sirvani, 2007; Richardson, 2009). Senler and Sungur (2009) concur and their study findings suggest a significant difference in terms of self-concept, task value, and parental involvement between students in primary school and those in secondary school. They also found that as the students grew older, parental involvement declined. The scale of the impact is evident across all social classes and all ethnic groups (Desforges & Abouchaarold, 2003).

Recent studies on parental involvement show a positive influence on the child's level of attainment: the higher the level of attainment, the more parents get involved. The most important finding from the point of view of these reviews is that parental involvement in the form of 'at-home good parenting' has a significant positive effect on students' achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. Home environments and daily interactions with household members are associated with positive

Publication of the European Centre for Research Training and Development -UK
outcomes across multiple contexts (Black et al., 2017; Jeong et al., 2018; Bartoli, Joshi & Wolf, 2022).

According to Vandergrift and Greene (2001), there are two key elements that make up the concept of parental involvement. One of them is a level of commitment to parental support. This includes things such as encouraging the student, being sympathetic, reasoning, and understanding. The other element is a level of parental activity and participation, such as doing something that is observable. “This combination of level of commitment and active participation is what makes an involved parent” (p. 57).

Parents can be involved in their students learning by becoming part of school boards, being concerned about their students’ academic performance, and showing dedication to their students’ learning by availing themselves during parents’ meetings, in order to gain a better understanding of the performance of their students. Parents can also be involved by means of follow-ups with their students’ subject teachers in order to identify areas where the students are facing challenges (Clinton & Hattie, 2013). Where students fail, parents go to the extent of contacting their teacher, thus, building and strengthening the teacher and parent relationship which would show their commitment towards their students' learning. According to Hornby and Lafaele (2011), parental involvement is a significant element in education and can also be achieved through home-based parental involvement like listening to the child as they read, helping them in completing their homework as well as school-based activities, which include attending parents meeting and education workshops.

Recent research on levels of parental involvement is generally of a very high quality using advanced statistical techniques to describe the scope and scale of involvement and to discern its unique impact on pupil achievement. Parental involvement takes many forms including good parenting in the home, including the provision of a secure and stable environment, intellectual stimulation, parent-child discussion, good models of constructive social and educational values and high aspirations relating to personal fulfilment and good citizenship; contact with schools to share information; participation in school events; participation in the work of the school; and participation in school governance.

Academic Achievement

Scholarly accomplishment is the result of education (that is to which extent students achieve the educational goal). Roseth, Johnson, and Johnson (2008, p.29) defined academic achievement as “performance on a task, measured including comprehension, quality and accuracy of answers of tests, quality and accuracy of problem-solving, frequency and quantity of desired outcome, time or rate to the solution, time on task, level of reasoning and critical thinking skills, creativity, recall and retention, and transfer of tasks”. Kobaland and Musek (2001) defined academic achievement from two perspectives. First, is the objective definition which uses numerical scores of a student’s knowledge, which measure the degree of a student’s adaptation to school work and

Publication of the European Centre for Research Training and Development -UK
the educational system. Second, is the subjective definition which looks at the students' attitudes towards their academic achievement.

Academic achievement is measured by examinations or continuous assessment (Ward, Stoker & Murray-Ward, 1996). They noted that educational achievements measure by a standardised achievement test which was developed for school. Academic achievement measured what is attained at the end of a course. It is the accomplishment of a medium or long-term objective of education. The standardised test is to meet the national norm. Academic achievement is different from academic performance and learning outcome, though they are sometimes used interchangeably (Richard, 2000). Academic achievement is not just a one-point observation but a long-term observation of students' performance (Lawrence, 1998).

Nevertheless, there is growing evidence that providing information to parents can help students learning at home. A large number of recent studies have pointed to the dramatic growth in enrolment and school participation rates in developing countries. But these studies also indicate that programs that increase school participation might not actually improve test scores. Furthermore, the programs are highly resource intensive, which imposes substantial costs on governments in resource-poor developing countries. Empirical findings have demonstrated a positive association between parental involvement in education and academic achievement (Pérez Sánchez et al., 2013; Tárraga et al., 2017). There is also strong support from international research showing the positive influence of parental involvement on academic achievement, as has been demonstrated in a variety of meta-analyses across different populations and educational levels (Castro et al., 2015; Jeynes, 2016; Ma et al., 2016).

Maluleke's (2014) synthesis of research on parental involvement over the past decade, also found that, regardless of family income or background, students with involved parents are more likely to: earn higher grades and test scores, and enroll in higher-level programmes, be promoted, pass their classes, and earn credits, attend school regularly, have better social skills, show improved behaviour, and adapt well to school and above all graduate and go on to post-secondary education. The exception is the study by Robinson and Harris (2014), In *The Broken Compass: Parental Involvement with Students' Education*, which reviewed longitudinal surveys of American families over a period of 30 years, Robinson and Harris revealed that parents who are very involved in their childrens' education perform worse than those of parents who are less involved. They suggest that conventional practices, such as parent-teacher meetings and checking in with teachers, do not help students' learning outcomes.

Theory of Parent Involvement of Students

The involvement of parents of students in the implementation of learning and its determining factors in this study is based on Vygotsky's sociocultural theory (1978). The theory is briefly described below.

Lev Vygotsky's sociocultural theory highlighted the relationship between humans and their environment, both physical and social. The theory considers how students' specific cultural and social context affects intellectual growth. The way students understand the world grows out of interaction with parents, peers, and other members of a specific culture (Ng & Feldman, 2009). Vygotsky believe that social interaction plays an important role in the development of cognition. Cognitive development occurs when parents, teachers and other skilled peers assist student by presenting new information (Ng & Feldman, 2009). Meece and Daniels (2002) add that the social interactions are critical; knowledge is constructed between two or more peoples including parents.

According to Vygotsky (1978), the influence of social and cultural factors on development and learning is abundant. The interaction of students with family members in the community is very important for learning and development because the first teacher is the family and the first learning take place in the home. For this reason, students acquire knowledge about the world through this interaction. Vygotsky focused on the internalization of knowledge by addressing the zone of proximal development. The zone of proximal development is defined as the distance between the level of actual development as determined by independent problem-solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers (Vygotsky, 1978). This assistance according to Levine and Munsch (2019), do not only promote the solution of specific problems but also aids in the development of overall cognitive abilities.

In conclusion, by stressing the interconnectedness and interdependence of learning and students' cognitive development, Vygotsky's theory supports the idea that parents give a great contribution to students' development and academic achievement. We argued that the theory supports the idea that the involvement of students' parents is an important factor in students' development and achievement. The theory implies that the experiences (as a result of interaction) that students bring to the learning situation (classroom) greatly influence the outcome (achievement).

Methodology

The study used a descriptive survey design to analyse the effect of parental involvement in education on students' academic achievement. The descriptive research design afforded the researchers to describe the characteristics of the respondents which serve as the basis for this study. The target population of the study included students and their parents in Sekyere South District. Agona S.D.A SHS, Konadu Yiadom Senior High, and Agona Senior High/Technical were accessible to the researchers, hence their inclusion in the study. The study was about students' academic achievement, and achievement measures some time. Therefore, this study targeted form two (2) and three (3) students and their parents in accessible senior high schools. The study did not include form one students because, at the time of the study, they were newly admitted and had not taken any terminal performance test. The population of forms two and three students in each selected school is shown in Table 1.

Table 1: Population of Form Two and Three Students in the Accessible Schools

School	Population of Students
Agona SDA SHS	1940
Agona Senior High/Technical	1120
Konadu Yiadom Senior High	910
Total	3970

Source: Field Data (2022)

The study employed a purposive sampling technique. Parents in the district are many, but the study conveniently focused on parents whose wards attended Agona S.D.A SHS, Konadu Yiadom Senior High and Agona Senior High/Technical. These schools were selected based on the willingness of the school heads to provide data on the academic achievement of the students and their parents.

The sample size for parents was determined by using Gomez and Jones (2010) formula for sample size determination. The formula is, as in equation 1.

$$n = \frac{N}{1 + Ne^2} \dots \dots \dots \text{Eqn 1}$$

Where;

n =sample size

N= population.

e= error term (5%)

The total population of the parent of the three schools is 3970

$$n = \frac{3970}{1 + (3970)0.05^2} = 363$$

The sample size for each school is shown in Table 2.

Table 2: Sample size of Parents for Each Selected School

Schools	Parent population	Relative freq. (rf)	Sample size rf*363
S.D.A	1940	0.489	178
Konadu Yiadom Senior High	910	0.229	83
Agona Senior High/Technical	1120	0.282	102
Total	3970	1.000	363

Source: Authors Construct (2022)

The sample size for the parents was 363. Parents were aged between 34 and 50 years and above. The majority of them were mothers (69.7 %). The majority of respondents had completed first degree (42.4 %) followed by senior high school (32.8 %), Master's degree (17.4%), HND/Diploma (5%) and no education (2.5%) respectively.

The study used questionnaire as a tool in gathering data. The questionnaire is used in research due to its advantages over other data collection instruments like interview and observation. The questionnaire helps to gather data quickly at a cheaper administration cost (Bryman, 2016).

The questionnaire contained two main sections. Section I was about demographic characteristics of the respondents, which have the following items (sex, age and educational qualification). Part II was on parental involvement in education. To ascertain the content validity, the researchers submitted a questionnaire to supervisors who are educational experts to scrutinise and correct all mistakes. Each question formulation was matched with the research questions to ensure that the questions are directly related or addressed the research questions. The researchers pretested the questionnaire in SIMMS SHS on 20 parents to test the reliability. Cronbach's Alpha value for sections II (parental involvement) was 0.814.

The researchers through an introductory note asked for permission to conduct the study in the selected schools. Upon arrival on the fixed date during parents' teachers meeting the questionnaires were administered to parents and data on the academic performance of students of the sampled parents were collected from academic units of the selected schools. Data collected were analysed descriptively using weighted averages, mean scores, frequencies, and percentages. Percentages are widely used and understood standard proportions. The results were presented in tabular form. Study employed correlation and multiple regressions to analyse the effect or impact of parental involvement in education on students' academic achievement.

RESULTS

The Extent of Parental Involvement in Their Wards Education

The first research question of this study was "what is the extent of parental involvement in education in the selected senior high schools in the Sekyere South District?" To address the research question the survey asked respondents to indicate their extent of agreement or disagreement for each statement. The statements were in the form of five Likert scales ranging from strongly disagree (1) to strongly agree (5). This study computed weighted averages of the responses where the weighted average of 1.00-3.49 represents disagreement to a statement and 3.50-5.00 represents an agreement to a report. The responses summarised in Table 3A and Table 3B.

Table 3A: Extent of Parental Involvement in Education in the Sekyere South District

Parental involvement Components	Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	std.	WA
Communication	Parents give information about their children's health to his/her teachers	27 (7.4)	119 (32.8)	72 (19.8)	118 (32.5)	27 (7.4)	1.1186	2.9972
	Parents give information about their children's educational history to his/her teachers	64 (17.6)	100 (27.5)	109 (30.0)	63 (17.4)	27 (7.4)	0.4602	1.3030
Parental Involvement Component	Parents raise funds to support school activities	27 (7.4)	64 (17.6)	54 (14.9)	190 (52.3)	28 (7.7)	1.1671	2.6942
	Parents support school activities	18 (5.0)	73 (20.1)	173 (47.7)	90 (24.8)	9 (2.2)	0.8652	2.9972
Collaborations	Parents provide learning materials for their children	0 (0.0)	37 (10.2)	63 (17.4)	163 (44.9)	100 (27.5)	0.9212	3.8981
	Parents support ICT learning in schools	27 (7.4)	99 (27.3)	83 (22.9)	145 (39.9)	9 (2.5)	1.0349	3.0275
	Parents in schools the academic activities of students with teachers	11 (3.0)	84 (23.1)	129 (35.5)	102 (28.1)	37 (10.2)	1.0035	3.1928
	Parents attend school programs	0 (0.0)	46 (12.4)	99 (27.3)	191 (52.6)	27 (7.4)	0.8072	3.5482
	Parents request for extra classes for students	0 (0.0)	45 (12.7)	117 (32.2)	174 (47.9)	27 (7.4)	0.8053	3.5041
	Parents engage teachers on special subjects like Science and Mathematics	0 (0.0)	100 (27.5)	118 (32.5)	127 (35.0)	18 (5.0)	0.8921	3.1736
	Parents are involved in the selection of textbooks for their students	0 (0.0)	37 (10.2)	72 (19.8)	182 (50.1)	72 (19.8)	0.8746	3.7961
Volunteering								
Home learning	Parents help their children with home works	28 (7.7)	54 (14.9)	145 (39.9)	82 (22.6)	54 (14.9)	1.1104	3.2204
	Parents take their children to places of tourist attractions during vacations	46 (12.7)	92 (25.3)	135 (37.2)	81 (22.3)	9 (2.5)	1.0150	2.7658
Decision making	Parents are part of PTA executives	18 (5.0)	54 (14.9)	56 (15.4)	145 (39.9)	90 (24.8)	1.1501	3.6474

Source: Field Data (2022); Figures out of parenthesis are frequencies, and those in the bracket are their respective percentages; WA=weighted average; STD=standard deviation

Table 3B: Extent of Parental Involvement in Education in the Sekyere South District

Parental Involvement Component	Statements	SD	D	N	A	SA	Std	WA
Collaborations	Parents provide learning materials for their children	0 (0.0)	37 (10.2)	63 (17.4)	163 (44.9)	100 (27.5)	0.9212	3.8981
	Parents discuss the academic activities of students with teachers	11 (3.0)	84 (23.1)	129(35.5)	102 (28.1)	37 (10.2)	1.0035	3.1928
	Parents request for extra classes for students	0 (0.0)	45 (12.4)	117 (32.2)	174 (47.9)	27 (7.4)	0.8053	3.5041
	Parents engage teachers on special subjects like Science and Mathematics	0 (0.0)	100 (27.5)	118 (32.5)	127(35.0)	18 (5.0)	0.8921	3.1736
	Parents are involved in the selection of textbooks for their students	0 (0.0)	37 (10.2)	72 (19.8)	182 (50.1)	72 (19.8)	0.8746	3.7961

Source: Field Data (2022); Figures out of parenthesis are frequencies, and those in the bracket are their respective percentages; WA=weighted average; STD=standard deviation

Communication

The results in Table 3A show that respondents were neutral to the statements that “parents give information about their children’s health to their teachers”. The Health of children is an indicator of academic excellence and health status changes with time. Therefore, parents are to furnish educational authorities with the health status of their children from time to time, especially when the child is sick or seriously injured. This information would help teachers and other agents in school to effectively and efficiently relate with the child. However, this vital information which aids students learning and performance are not provided by parents to school authorities. They strongly disagreed that they give information about their children educational history to teachers. Some students are slow learners while others are fast learners and this information help school authorities to teach better the children based on the pace of the learning abilities of the children. Parents, however, do not provide this information to school authorities. The two statements relating to ‘communication variable indicates that parents do not communicate vital information about their children to school authorities.

Volunteering

The results in Table 3A show that respondents were neutral to fundraising in support of school activities, supporting student excursions and supporting ICT learning in the schools. Fundraising in support of school building projects and ICT learning depends greatly on income level. The overall scoring for parental volunteering was neutral. The outcome of this study is consistent with Eyiuche's (2014) research which indicates a low extent of parental support for schools' ICT integration in the curriculum. Eyiuche explained that low parental involvement in ICT-Curriculum integration hinders the schools and their students from ICT in curriculum delivery.

Home Learning and Decision Making

The results in Table 3A show that respondents were neutral in helping their children with their homework and taking them to places of tourist attractions during vacations. Parental support of home learning of their children requires two key things, firstly, educational attainment of the parents and secondly time schedules of the parents. The overall scoring on home learning a form of parental involvement in children education was neutral. The implication is that parents do not have what it takes to support their children in home learning. For the parents to neglect the supportive activities of the child's education areas might limit effective learning among students (UNICEF, 2009). However, the respondents agreed that they participated in PTA meetings and some were even members of PTA executives. PTA meeting is a platform where both parents and the school (teachers and school heads) meet to discuss issues concerning the students and the school in general. Perhaps, parents attend meetings because they see it as an opportunity to visit their children in the schools and also express their views on issues that worry them.

Collaboration

The results in Table 3B show that respondents agreed that they provided learning materials for their children, request extra classes for their children and involved in the selection of textbooks for their children. Reynolds (2007) observes in his study that, parents place a higher priority in academic activities than other activities. Parents are particularly interested in having their students pass examinations; hence they go the extra mile to have teachers teach their children outside school hours. However, other studies like Eyiuche (2014) stated that having a little involvement in technology integration into the curriculum, engaging teachers for particular subjects, providing learning resources, sponsoring excursions, and bringing information to the school about some aspects of the school curricula encourages students' academic achievement.

They, however, were neutral to the discussion of children's academic performance with teachers and engagement of teachers on subjects like Science and Mathematics. With the findings of Reynolds (2007) paying money is the chief concern of parents. Most parents fail to show up when invited to discuss how to improve children learning; they do not show up due to time constraint (Reynolds, 2007).

Effect of parental involvement on academic achievement

The second research question was “what is the effect of parental involvement in education on the academic achievement of students of selected senior high schools in the Sekyere South District?” The study first analysed the academic achievement of students over two academic years for 363 forms two and three students. Academic success is the average student’s performance in 2019/2020 and 2020/2021 academic years. The academic achievement scores obtained from the students’ final reports from the schools selected are shown in Figure 1.

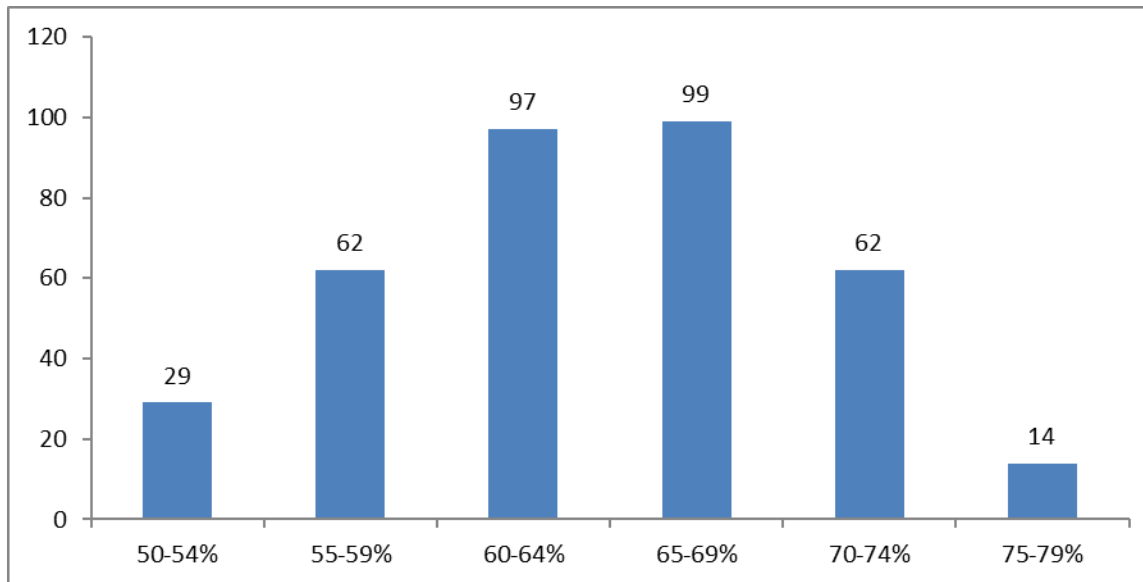


Figure 1: Academic Achievement Scores of the Selected Students

Source: Field Data (2022)

From Figure 1, results show that 29 (8.0%), 62 (17.1%), 97 (26.7%), 99 (27.3%), 62 (17.1%) and 14 (3.8%) of the respondents (students) had academic achievements over the period considered as 50-54%, 55-59%, 60-64%, 65-69%, 70-74% and 75-79% respectively. This result shows that 27.3% of the sampled students had academic achievement between 65 and 69%. According to the West African Examination Council, examination score between 65 and 69% interpreted as credit. The result further shows that 51.8% of the sampled students could not obtain the credit grade, though they all passed.

This study further used Pearson’s Correlation Coefficient Matrix to establish the relationship between the components of parental involvement in education and academic achievement of students. Pearson’s Correlation Coefficient results summarised in Table 4 and Table 5.

Table 4: Pearson's Correlation Coefficient Matrix

	Students' academic achievement	Parental involvement in education
Students' academic achievement	1.000	0.918**
Parental involvement in education		1.000

Source: Field Data (2022); ** *correlation is significant at the 0.01 (2-tailed)*

Table 5: Pearson's Correlation Coefficient Matrix

	ACH	COM	VOL	HL	DM	COL
ACH	1.000	0.590**	0.616**	0.928**	0.851**	0.718**
COM		1.000	0.335**	0.595**	0.557**	0.528**
VOL			1.000	0.583**	0.616**	0.482**
HL				1.000	0.812**	0.698**
DM					1.000	0.567**
COL						1.000

Source: Field Data (2022); ** *correlation is significant at the 0.01 (2-tailed; ACH=academic achievement; COM=communication; VOL=volunteering; HL=home learning; DM= decision making; COL= collaboration*

The results in Table 4 show that there is a significant positive correlation ($r = 0.918$) between parental involvement in education and students' academic achievement.

Table 5 reveals the correlation between various components of parental involvement and the academic achievement of students. Communication, Volunteering, Home learning, decision making and collaboration components of parental involvement in education and academic achievement are significantly positively correlated. The study suggests that as each identified component of parental involvement in education increases, students' academic achievement increases.

Summary of Major Findings

1. The study found that parents were not communicating vital information such as children's health, academic performance and educational history to school authorities or teachers from time to time; parents were not volunteering to support school programmes, student excursions and ICT learning in the schools.
2. The study found that parents attended school programmes such as PTA meetings, opening days and school anniversaries, provided learning materials for their children, requested extra classes for their children, and involved in the selection of textbooks for their children. The findings suggest that the extent of parents' involvement in their children's education is minimal.
3. This study found a strong significant positive correlation between parental involvement in education and students' academic achievement.
4. All five components of parental involvement in education (communication, volunteering, home learning, decision making, and collaboration) had a significant positive correlation with students' academic achievement.

CONCLUSIONS

1. The study concludes that parent's communication on students' health, academic performance, parents volunteering and parents' supports of home learning are low.
2. The study concludes that parents actively collaborate with teachers and school authorities in support of teaching in special subjects and provision of learning materials.
3. This study concludes that parental involvement has significant positive impacts on students' academic achievement.
4. All components of parental involvement in education had a significant positive correlation with students' academic achievement.

Recommendations

The study recommends that head teachers open up for the parents to participate in school activities. The participation should centre on collaboration, and decision making on issues affecting teaching and learning.

Ghana Education Service should sensitise or encourage parents to collaborate with teachers to teach their children subjects like Mathematics and Science which are seen by most students as difficult; collaborate with school authorities to supply ICT equipment and or textbooks.

Parents should be time conscious and manage their time such that they can assist/supervise their children in home learning activities such as homework and excursion to places of tourist attraction.

Recommendation for Further Research

This study recommends that other studies should focus on moderating parents' characteristics and parental involvement in students' academic achievement.

Another study should control for other factors such as school environment, family structure and students' interest and the impact of parental involvement on students' academic achievement.

REFERENCES

- Amadu, S. *et al.* (2018) Improving early childhood development in rural Ghana through scalable low-cost community-run play schemes: Baseline Report. The Institute for Fiscal Studies, London, UK
- Bartoli, B., Joshi, C. & Wolf, S. (2022). Parental engagement in Ghanaian pre-primary schools: A mixed-methods study. *International Journal of Educational Research* Volume 112, 101926 <https://doi.org/10.1016/j.ijer.2022.101926>
- Black, M. M., Walker, S. P., Fernald, L. C., Andersen, C.T., DiGirolamo, A. M., and Lu C, (2017). Early childhood development coming of age: science through the life course. *Lancet* 389(10064):77–90. <https://doi.org/10.1016/S0140>
- Bryman, A. (2016). *Social research methods*. Oxford University Press.
- Castro, M., Expósito-Casas, E., López-Martín, E., Lizasoain, L., Navarro-Asencio, E., & Gaviria, J. J. (2015). Parental involvement on student academic achievement: a meta-analysis. *Educ. Res. Rev.* 14, 33–46. doi: 10.1016/j.edurev. 2015.01.002
- Roseth, C. J., Johnson, D. W., & Johnson, R. T. (2008). Promoting early adolescents' achievement and peer relationships: the effects of cooperative, competitive, and individualistic goal structures. *Psychological Bulletin*, 134(2), 223-246
- Chowa, G. A. N., Ansong, D., & Osei-Akoto, I. (2012). Parental involvement and academic performance in Ghana (YouthSave Research Brief 12-42). St. Louis, MO: Washington University, Center for Social Development.
- Clinton, J., & Hattie, J. (2013). New Zealand students' perceptions of parental involvement in learning and schooling. *Asia Pacific Journal of Education*, 33(3): 324- 337
- Cuartas, J., Jeong, J., Rey-Guerra, C., McCoy, D. C., & Yoshikawa, H. (2020). Maternal, paternal, and other caregivers' stimulation in low- and- middle income countries. *PLOS ONE* 15(7): e0236107. <https://doi.org/10.1371/journal.pone.0236107>
- Desforges, C., & Abouchaa, A. (2003). The Impact of Parental Involvement, Parental Support and Family Education on Pupil Achievements and Adjustment: A Literature Review. Department for Education and Skills ISBN: 1 84185 999 0 Research Report RR433
- Durišić, M. and Bunijevac, M. (2017). Parental involvement as an important factor for successful education. *Center for Educational Policy Studies Journal*, 7 (3).
- Editorial Projects in Education Research Center (2013). Findings from a national survey of teacher perspectives on the Common Core. Bethesda, MD: Author.

- Eyiuche, I. O. (2014). Parental involvement in curriculum implementation as perceived by Nigeria secondary school principals: *Journal of Education and Learning*, 3 (1).
- Garcia, L.E., & Thornton, O. (2014). The enduring importance of parental involvement. <http://Neatoday.org/2014/11/18/the-enduring-importance-of-parental-involvement-2/>. Date of access: 13 March 2018.
- Gomez, H., & Jones, W. C. (2010). *Enterprise risk management and COSO: A guide for directors*. Executives and Practitioners. Hoboken, New Jersey: John Wiley and Sons, Inc.
- Reynolds, J. (2006). *Parents' involvement in their children's learning and schools: How should their responsibilities relate to the role of the state?*. National Family & Parenting Institute.
- Richard, R. (2000). *The way we were: The myths and realities of Americas student achievement*. Economic Policy Institute/acs - VT 2000.
- Hornby, G., & Lafaele, R. (2011). Barriers to parental involvement in education: An explanatory model. *Educational Review*, 63(1), 37-52.doi:10.1080/00131911.2010.488049
- Jeong J., Siyal, S., Fink, G., McCoy, D.C., & Yousafzai, A.K. (2018). His mind will work better with both of us: A qualitative study on fathers' roles and co-parenting of young children in rural Pakistan. *BMC Public Health* 18(1):1–16. <https://doi.org/10.1186/s12889-018-6143-9>
- Jeynes, W. H. (2016). A meta-analysis: The relationship between parental involvement and Latino student outcomes. *Educ. Urban Soc.* 49, 4–28. doi: 10.1177/0013124516630596
- Lawrence, C. S. (1998). Review of the manufactured crisis. ACC-VE 2001.
- Levine, L. E., & Munsch, J. (2019). *Child development from infancy to adolescence: an active learning approach* (L. Para, Ed.,;second). Sage Publications.
- Kobaland, D., & Musek, J. (2001). Self-concept and academic achievement: Slovenia and France. *Personality and Individual Differences*, 30, 887-899.
- Lara, L. and Saracostti, M. (2019). Effect of Parental Involvement on Students's Academic Achievement in Chile. *Front. Psychol.* 10:1464. doi: 10.3389/fpsyg.2019.01464
- Ma, X., Shen, J., Krenn, H. Y., Hu, S., & Yuan, J. (2016). A meta-analysis of the relationship between learning outcomes and parental involvement during early childhood education and early elementary education. *Educ. Psychol. Rev.* 28, 771–801. doi: 10.1007/s10648-015-9351-1
- Maluleke, S. G. (2014). *Parental involvement in their children's education in the Vhembe District, Limpopo. Dissertation*; University of South Africa, Pretoria.
- Meece, J. L., & Daniels, D. H. (2002). *Child and adolescents development for educators*. McGraw-Hill
- Mukethe, K. S. (2015). Influence of stakeholder involvement in curriculum implementation on pupil's performance in Kenya Certificate of Primary Education in Katiani-Sub Country, Kenya. Ma (Ed) Thesis: Educational Administration, pp:1-8.
- Ng, T. H., & Feldman, D. C. (2009). Age, work experience, and the psychological contract. *Journal of Organisational behaviour*, 30(8), <https://doi.org/10.1002/job.599>

- Ntekane, A. (2018). Parental involvement in education. *Research Gate Journal*. DOI: 10.13140/RG.2.2.36330.21440.
- Nyako, K., & Vorgelegt, V. (2007). Parental involvement: A sine qua non in adolescents' educational achievement. Unpublished doctoral dissertation, Ludwig Maximilians University. Retrieved from http://edoc.ub.unimuenchen.de/8384/1/Nyarko_Kingsley.pdf
- Pérez-Sánchez, C. N., Betancort-Montesinos, M., & Cabrera Rodríguez, L. (2013). Family influences in academic achievement: a study of the Canary Islands. *Rev. Int. Sociol.* 71, 169–187. doi: 10.3989/ris.2011.04.11
- Quansah, E. A., Adzo-Tsotovor, L., Ochour, B. K., Dansoah-Oppong, J., Opoku, K., & Acheampong, F. (2022). Academic achievement of low social-economic status (SES) of Junior High School students. *Open Journal of Educational Research*, 2(3) DOI:<https://doi.org/10.31586/ojer.2022.298>
- Richard, R. (2000). *The way we were: The myths and realities of Americas student achievement*. Economic Policy Institute/acs - VT 2000.
- Richardson, S. A. (2009). Principal's perceptions of parental involvement in the “big 8” urban districts of Ohio. *Research in the Schools*, 16(1), 1–12.
- Robinson, K., & Harris, A. L. (2014). *The broken compass: Parental involvement with children's education*. Cambridge, Mass: Harvard University Press
- Senler, B., & Sungur, S. (2009) Parental influences on students' self-concept, task, value, beliefs, and achievement in Science. *The Spanish Journal of Psychology*, 12(1),106-117. DOI: 10.1017/S1138741600001529
- Sirvani, H. (2007). The effect of teacher communication with parents on students' mathematics achievement. *American Secondary Education*, 36(1), 31-46.
- Tárraga, V., García, B., & Reyes, J. (2017). Home-based family involvement and academic achievement: a case study in primary education. *Educ. Stud.* 44, 361–375. doi: 10.1080/03055698.2017.1373636
- Topor, D. R., Keane, S. P., Shelton, T. L., & Calkins, S. D. (2010). Parental involvement and student academic performance: A multiple mediational analysis. *Journal of Prev Interv Community*, 38(3), 183-197.
- UNICEF. (2009). *Chapter 4: School and community child-friendly schools*. Retrieved from http://www.unicef.org/devpro/files/CF5_Manual_ch04_052009.pdf
- Vandergrift, J., & Greene, A. (2001). Rethinking parent involvement. *Educational Leadership*, 50 (1), 57-59.
- Vygotsky, L. S. (1978). *Mind in society*. Cambridge, MA: Harvard University Press
- Ward, A., Stoker, H.W., & Murray-Ward, M. (1996). *Achievement and ability tests- Definition of the Domain*. *Educational Measurement*, 2, University Press of America, pp. 2–5, ISBN 978-0-7618-0385-0
- World Bank (2001a). *Implementation completion report for Chile: Primary education improvement project*. Washington, DC: World Bank