



Parental Involvement and Students' Academic Performance at Junior High Schools in Kumasi Metro, Ghana

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Article History

Received: 05/12/2024

Accepted: 14/12/2024

Published: 17/12/2024

Vol -2 Issue - 12

PP: - 01-10

Abstract

There is the belief that parental involvement in their wards' academic performance is of essence because it has an influence on the education of their children. In line with this, the study which was descriptive in nature sought to assess the effect of parental involvement on students' academic performance at Junior High Schools in Kumasi Metro, Ghana. In particular, the study investigated parents' perception about their children's academic performance, explored the barriers of parental involvement in students' academic performance, and determined the strategies to increase this involvement. The quantitative research design was used with a set of closed-ended questionnaire in gathering data from 252 parents out of a population of 536. These respondents were sampled through convenient sampling technique, to participate in the study. The data were analysed, using descriptive statistics. The study revealed that barriers to parental involvement in students' academic performance, among others, included lack of parents' formal education and poor parent-teacher relationship. However, strategies like using school counselors, and involving parents in home-based activities of the children, among others, were identified as useful in increasing parental involvement in students' academic performance. It recommended that school heads should endeavor to provide proper orientation for parents as they bring their wards to school. This would ensure that they appreciate their roles in their wards' education and as such contribute meaningfully to it.

Keywords- Parents, Involvement, Relationship, Academic performance

INTRODUCTION

Child development theorists have explained child development to be the resultant effect of the multi interactions between children and their environments (Bronfenbrenner & Ceci, 1994). Therefore, the development of students can be seen as a cooperation between students, parents and their schools (Litwak & Meyer, 1996).

It is this understanding of child development that has enabled educationists to identify parental involvement to be an important determinant in students' learning and academic performance (Simons & Conger, 2007). As a result, several multilateral agencies and countries have developed strategies to promote and coordinate parental involvement in the schools.

It is widely recognized that if children are to realize their potential from schooling, they will need the full support of their parents (Cadwell, 2005). Attempts to enhance parental involvement in school or education should be in the hearts of

governments, educators, and parents. It is anticipated that parents should play a role not only in the promotion of their own children's achievements but more broadly in the school improvement and the democratization of school governance.

In Ghana, the government, civil society and stakeholders of education have over the years, glossed over the effect of the family environment on students' academic performance despite their efforts to improve the latter as they often focus on factors outside the family such as government commitment, teaching and learning materials (TLM), school infrastructure and human resource needs (Kingsly, 2007).

Despite the government's effort to improve the infrastructure and to provide free school uniforms, it can be observed that the parent-teacher communication that can motivate students to learn; strategies such as monitoring students to learn at home, and creating a book-friendly environment to contribute to the development of the children's literacy skills and positive attitudes toward learning seem to be lacking. The



study therefore is necessitated by the desire to investigate the effect of parental involvement on students' academic performance.

1. The main objective of the study was to assess the relationship between parental involvement and students' academic performance with the following specific objectives investigating parents' perception about their children's academic performance at Junior High Schools in Ghana.
2. exploring the barriers limiting parental involvement in students' academic performance at Junior High Schools, and
3. determining the strategies to increase parental involvement in students' academic performance at Junior High Schools in Ghana.

The study was guided by the following research questions:

1. What is the perception of parents about their wards' academic performance at Junior High Schools in Ghana?
2. What are the barriers limiting parental involvement in students' academic performance at Junior High Schools in Ghana.?
3. What are the strategies needed to increase parental involvement in students' academic performance at Junior High Schools in Ghana?

This study was conducted to assess the level of parent involvement and students' performance in Junior High Schools and testing the relationships that may exist between them. This will provide a scientific basis of quantifying the effect of parental involvement and students' academic performance. This will help the educational stakeholders in directing parental involvement policies for enhanced academic performance in schools and also provide frameworks that promote parental involvement and how that affects students' performance.

LITERATURE REVIEW

Literature was reviewed around parents' perception about their children's academic performance, barriers of parental involvement in students' academic performance and the strategies to increase parental involvement in students' academic performance and the importance of parental involvement.

Parental Involvement and Student Academic Performance

Parents have a direct influence on their children's psychological and social development. Moreover, a parent can also affect their son or daughter's motivation for learning. A study regarding student motivation found that parental involvement boosts students' perceived control and competence, offers students a sense of security and connectedness, and helps students to internalize education values (Gonzalez-DeHass, Willems, & Holbein, 2005). This implies that students apply more effort, attention, and concentration in their academic endeavor when they know that their parents are involved in the schooling.

Rothstein (2010) commented in regard to existing scientific research that differences in the quality of schools can explain approximately one-third of the variation of student achievement. The other two-thirds are related to non-school factors. Parents are part of these non-school factors. Rothstein (2010) quoted president Obama: "It's not just making sure your kids are doing their homework, it's also instilling a thirst for knowledge and excellence."

Parental involvement is a multidimensional construct, and different dimensions have a varied influence on students' academic achievement (Ho, 2011). These parental involvement dimensions can be seen as within a range that includes many different aspects, such as parental aspirations, expectations, interests, and attitudes and beliefs regarding education, to parental participation in specific activities.

A study about socio-economic background, parental involvement and teacher perceptions of parental involvement in relation to student achievement revealed that a statistical significant percentage of variance in achievement scores was explained by parental involvement and teachers' perceptions of parental involvement (Bakker, Denessen, & Brus-Laven, 2007). The same study also reflects that teacher rating of parental involvement explained more of the variance in achievement than the parent ratings.

Parental involvement is important to student success and to the increase of teacher effectiveness. Zhao and Akiba (2009) observed that over 95% of the school principals participating in their study expected parents to let the school know about their children's problems and to ensure that homework had been completed. Zhao and Akiba also found that the overall level of school expectation for parental involvement was associated with student mathematics achievement. Various aspects of parental involvement have different effects on student academic achievement (Fan & Williams, 2010). An example of this is seen in the quality of parent-teacher interactions, which has predicted improvements in student behaviour and achievement, though the quantity of interactions has predicted contrary results.

Perceptions of Parental Involvement

Another issue surrounding parental involvement and student academic achievement is that of perception. Findings from the studies included in this review show that parents' perception of children's academic performances and expectations for the students' education had a significant impact on actual students' achievement.

Fan (2001) noted a particularly high correlation between student academic achievement and the expectations a parent had on his or her child's future achievement: Those students whose parents had reported higher expectations for their children's educational attainment performed better initially and accelerated faster in their academic growth (Fan, 2001). Fan also noted that this higher level of expectation might be evidence that parents with higher expectations of their child's academic achievement may engage in other early learning activities or behaviours.

Based on the foregoing, Carnie (2003) showed that there is need to offer opportunities to parents in order to participate in decision making processes that focus on the achievement of school objectives. Parents need to participate in matters pertaining to strategic planning, policies, budgeting and cyclical evaluation programmes. Kagwa (2003) observed that no administrator can effectively perform all administrative functions alone. School administrators have always called upon parents to motivate students' academic endeavors.

Perceived Barriers to School Involvement

Beside the considerable effect that parental involvement has on student achievements, there are other several perceived barriers that might also impede student achievement as outlined below.

Living in Poverty

Living in poverty can be a barrier and can be challenging not only for children, but also for parents. There appear to be many benefits of parents staying involved with their children's education, but parents living in poverty are less likely to participate in school events or their children's education than those living out of poverty (Van Velsor & Orozco, 2007). Some parents may willingly not participate, or have no wish to be involved, while others may want to be involved, but unable. If parents have limited resources, it may limit opportunities for students to participate in extracurricular activities.

Upbringing of some Parents

In view of the upbringing of most parents and possibly the lack of education, some parents living in poverty may doubt their abilities and feel because they did not obtain a certain level of education when they attended school, they are not suited to assist their children with their academics (Van Velsor & Orozco, 2007). Due to these inferior feelings, parents may refrain from becoming involved with the school, athletic events, or helping their children with school work at home.

Still other parents may have a sense of pride and may not want to ask for a hand-out. They keep their personal business and finances to themselves and do not wish to disclose to others their limited budgets that may present as a barrier to becoming more involved in school.

Once children mingle with others, they tend to notice the "have and have not" in the cars kids drive to school, in the homes they live in, the electronic gadgets they carry, vacations they experience, and in the clothes they wear. Some students may feel embarrassed to have second-hand clothes, distressed cars, low-income housing and limited gadgets to entertain themselves. This may create a feeling of inferiority. They could be embarrassed to have their families come to school. Therefore, adolescents living in poverty are at an even higher risk of struggling in school (Griffin & Galassi, 2010). Consequently, children living in poverty are not only at risk for mental health disorders, but also promoting abuse, neglect, and deviant behaviors such as increased incidences of violent

crimes, drug use, and pregnancy (Bennett-Johnson, 2004; Russel, Harris, & Gockel, 2008).

Cultural Issues

Some parents may not speak fluent English and find it difficult to be involved with school activities or volunteer opportunities due to the language barrier. In addition to the language barrier, some parents' cultures encourage them not to become too involved in school and feeling to do so is disrespectful (Van Velsor & Orozco, 2007).

Parents' Educational Level

From the standpoint of DePlanty et al. (2007), there is a positive correlation between parent's educational level and their degree of involvement in school activities. Peña (2000) concludes that limited education may lead to fear and mistrust. Moreover, she suggests that parents are intimidated by "technical jargon" used by teachers which may complicate communication between them and the teachers.

In addition, low parental education may also inhibit involvement in home activities that contribute to academic performance. One such activity is that of the inability to assist with homework which may further manifest itself as a child gets older and parents become less knowledgeable in the academic subject areas (DePlanty et al, 2007).

Davis-Kean and Sexton (2009) found that parents' educational attainment is an important predictor of children's achievement and one that affects the progress of their achievement overtime.

Low Socioeconomic Status

Low socioeconomic status (SES) is another concern that affects effective parental involvement. In the same way, DePlanty et al, (2007) suggests that parents with access to more financial resources are more likely to be involved and have larger social networks.

Difficult economic times have compelled most parents entering the workforce or returning to school in an effort to assist or to better provide for their families or simply to make ends meet. According to Peña (2000) educators often assume that poor parent attendance at events translates into parents not being interested in their children's education. In effect, the real issue is time, since the struggle to balance the competing demands of work, family life and sometimes school leaves little time for involvement with their children's education.

School Activities

Some parents, especially those living in poverty, may have long, frequent, and unpredictable work hours and multiple responsibilities at home that prevent them from being involved as much as they would like. In many cases, school activities or events are held at times that are convenient for the school and not always convenient for the families (Amatea & West-Olatunji, 2007).

Other issues that may complicate the ability for parents to be involved include lack of transportation or money for bus fare, arranging longer child care, knowledge of school rules or policies, and communication from the school about events or

meetings that are taking place are just a few of the complicating issues according to Griffin and Galassi (2010).

Environmental Challenges

Some cultures view education differently and parents may not know how to interact with the school or feel that the education of their children is for the school to deal with without their involvement. Some cultural and ethnic backgrounds have values that differ from other values. Therefore, teachers may look upon parents with differing values differently and see them as uninterested or unconcerned; when in fact the parents may be interested, but just value education differently than is perceived by teachers (Amatea & West Olatunji, 2007).

Negative Experiences of the Past

Other parents may avoid schools because of negative experiences they had in the past, as former students themselves or with their own children. Parents may feel when they are contacted by the school it is usually just to deal with some sort of problem or when something is wrong.

When they are contacted, they are sometimes talked down to or blamed for incidents and spoken to by school staff in a business-like fashion (Amatea & West-Olatunji, 2007).

Strategies to Increase Parent Involvement

The positive impact of parental involvement on academic achievement and the barriers that exist to limit involvement are both important for school stakeholders to be aware of. But, equally important is a recognition and understanding of strategies that can be used to overcome the barriers. The strategies therefore explored below are some among others that research suggests can be used to increase the quality of parental involvement and, as a result, students' academic success.

Using School Counsellors

School counsellors have many responsibilities within the school, ranging from working with individual students, providing classroom lessons to participating on students' teams and collaborating with parents and others. Amatea and West-Olatunji (2007) suggested that there are three primary roles that school counselors should have as leaders, which include: teaming with teachers to create welcoming and family-centred school environments, working with teachers to connect students' lives with the curriculum, and bridging together the gaps between teachers and students.

School counselors can help teachers and school staff not only to see the importance of parental involvement, but how it benefits children, by sharing the truths about those living in poverty, and also by giving some suggestions to teachers and other school staff about reaching out in a welcoming manner to others.

Creating an atmosphere in which parents feel valued and respected

School counselors can help staff see that it is important to communicate with and include parents through many forms of communication, and that parent involvement is important and more likely to happen when parents feel welcomed (Griffin & Galassi, 2010). There are many ways that parents can feel

involved and since they know their children well, they can often be of assistance to teachers in learning more about his or her students.

Home-Based Involvement

There are several activities parents can do at home to help their children with school affairs. Parents can ensure that children eat and rest properly in order to be ready for school. Children whose parents talk positively about school or education and teachers will develop a positive mindset toward education.

Sheppard (2009) in her study regarding the perceptions of poor attendance of students about schoolwork and parental involvement indicates that student with good attendance were more likely to do their homework and perceived their parents as more involved in their schooling. It also observed positive correlation between good attendance and attainment.

Parent-Teacher Partnership

The relationship between parents and teachers critically impacts student performance. It is important to give consideration to the fact that the parent-teacher pairing is done by assignment rather than by choice. Reyes (2002) performed a study on parent/teacher partnerships and found that the success of parents in developing partnerships with teachers depends on the fit between parental cares and concern with those they have as teachers.

Creating Good Home

Indeed, there are several strategies and techniques parents can use to boost a child's academic success. One such way is a parent's unique ability to create a home environment that encourages learning. The strategies for creating these environments vary, but can be as simple as engaging in conversations at home about the importance of learning.

Methodology

The population of the study was parents who had their children enrolled in five government basic schools (JHS) in the Kumasi Metropolitan. The schools have a student population of 1378 with parental population of 536.

The study used a sample size of 252 parents out of 536 parents for the study. The study used Convenience sampling technique since participants are selected based on the availability and willingness to take part.

Questionnaires were used to gather data from the parents. The second part was used to gather data in relation to the research questions of the study. By this, parent's perception about their children's academic performance, the barriers limiting parental involvement in students' academic performance and the strategies to increase parent involvement in students' academic performance at five government basic schools (JHS) in the Kumasi Metropolitan were solicited. The questionnaire used in this study was made up of closed ended questions. For each question set, parents were asked to rate on a five-point Likert scale the extent to which they strongly agree, agree, neutral, disagree and strongly disagree.

The data were then computed using SPSS software package; descriptive statistics such as frequencies and percentage were used to analyze and answer all research questions.

Results and Discussions

Answer to Research Questions (RQ)

RQ1. What is the perception of parents towards their wards' academic performance at Junior High Schools in Ghana?

In respect of the research questions seeking, perceptions of parents about their children's academic performance, data were gathered from parents using Likert-type questionnaire items.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Parents perceive good relationship between them and their children (A)	55.44 (22%)	45.36 (18%)	55.44 (22%)	50.4 (20%)	45.36 (18%)
Parents believe children are not performing better each term in school (B)	60.48 (24%)	70.56 (28%)	65.52 (26%)	55.44 (22%)	0(0%)
Parents believe children's academic performance need improvement (C)	60.48 (24%)	110.88 (44%)	0(0%)	80.64 (32%)	0(0%)
Parents perceive that there is good relationship between their students and teachers (D)	60.48 (24%)	80.64 (32%)	40.32 (16%)	35.28 (14%)	35.28 (14%)
Parents believe that their wards are not taught by competent teachers (E)	100.8 (40%)	95.76 (38%)	55.44 (22%)	0(0%)	0(0%)

Table 1: Parents' perception about their children's academic performance
Source: Field Study, 2023

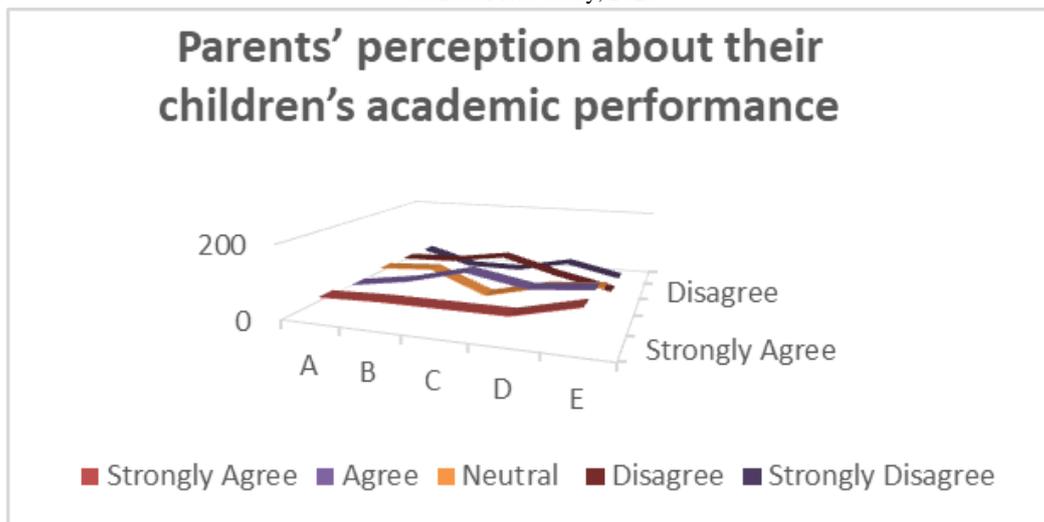


Figure 1: Parents' perception about their children's academic performance

Table 1 and Figure 1 show the range of responses gathered. As part of the response to the research question one, it can be read that 55.44(22%) respondents strongly agree parents perceive good relationship between them and their children while 45.36(18%) respondents also agreed though 55.44(22%) respondents remained neutral. In a dissimilar response, it can

be read that 50.4(20%) respondents disagree same way as 45.36(20%) respondents also disagreed strongly to the fact that parents perceive good relationship between them and their children. Based on the dissenting responses, it can be deduced that just as many respondents agree that parents have good relationship with their children so does most respondents

also disagreed. The responses make it clear that most students do not receive motivation from their parents hence are denied of parental involvement and relationship which according to Gonzalez-DeHass et al, (2005) boost students' perceived control and competence. This brings to the fore that, any denial of children good relationship deprives students a sense of security and connectedness necessary.

RQ2: What are the barriers to parent involvement in students' academic performance at Junior High Schools in Ghana?

This research question sought to find out the barriers to parental involvement in students' academic performance. The data used to answer this research question was gathered through the use of questionnaire. The result is presented in Table 2 and Figure 2.

Responding to the barriers to parent involvement in students' academic performance, different responses showed in Table 2 and Figure 2 indicates that living in poverty is a barrier to parents' involvement in students' academic performance, lack of formal education can be a barrier to parents involvement in student's academic performance, cultural norms and practices bring about barrier to parent's involvement in students' academic performance, poor parent-teacher relationship serves as barrier to parents involvement in student's academic performance and negative experiences of some parents in the past.

The individual responses pertaining to the analysis of the barriers to parents' involvement in students' academic performance as indicated Table 2 and Figure 2 shows that 80.64(32%) respondents strongly attribute it to living in poverty. This stance was agreed to by 100.8(40%) respondents to the fact that poverty cannot be ruled as barriers to parent involvement in students' academic performance. The analysis draws attention to the fact that parents living in poverty are less likely to get involved in their children's education. Deducing from the perspective of Van Velsor and Orozco (2007) parents living in poverty are less likely to participate with school events or their children's education than those living out of poverty. This points out that, parents living in poverty may doubt their abilities and feel that they are not suited to assist their children with their academics. In is therefore conclusive that, some parents may willingly not involve themselves in their wards academics.

With regards the barriers to parental involvement 80.64(32%) respondents agreed strongly that lack of parents' formal education hinder in student's academic performance. In the same response 100.8(40%) respondents representing the majority also agreed that when parent lack formal education it hampers the academic of their children. However, 70.56(28%) respondents remained neutral. From the analysis it can be concluded that parents' formal education is indispensable in their children's' academic performance. This signifies that parents have the ability to exert influence on the academic performance of their students if they are advanced in education because DePlanty (2007) posits there is a positive correlation between parent's educational level and their

degree of involvement in school activities. In affirmation to the foregoing Davis-Kean and Sexton (2009) found that parents' educational attainment is an imperative determiner of children's achievement and one that affects the progress of their achievement overtime. It will therefore not be out of order to put forward that children with educated parents stand the chance of achieving higher heights in education.

Again in further response to the barriers of students' performance 55.44(22%) respondents strongly agreed that cultural norms and practices posed a barrier to parent's involvement in students' academic performance while 75.6(30%) respondents also agree. Though 60.48(24%) respondents had no response yet 60.48(24%) respondents also disagreed to that cultural norms and practices were a barrier to parent's involvement in students' academic performance. Deducing from the outcome of the majority responses, it is apparent that the involvement of parents in their students' academic performance is contingent upon their cultural norms and practices because Van Velsor and Orozco (2007) observed that parents' cultures encourage them not to become too involved in school and feel that to do so is disrespectful. This implies that, the diversities of culture affect the involvement of parents in their academic performance.

Among other barriers to the involvement of parents in their academic performance, 70.56(28%) respondents strongly agreed that poor parent-teacher relationship serves as barrier to parents' involvement in student's academic performance. It is in the same way that 100.8(40%) respondents also agreed while 80.64(32%) respondents were neutral to the question. The result of the analysis indicates that parent teacher relationship cannot be underestimated because majority of the respondents agree to that. For this reason, Reyes (2002) found that the success of parents in developing partnerships with teachers depends on the fit between parental cares and concern with those they have as teachers. This is to say that good any parent-teacher relationship has the propensity to cause information flow about students between the two stakeholders.

It can be read that as part of the inhibiting barriers that prevents the involvement of parents in their children's education according to 20(40%) respondents is strongly believed to be the negative experiences of some parents in the past. This viewpoint is agreed to by 60.48(24%) respondents while 55.44(22%) respondents had no response. But in the converse viewpoint 35.28(14%) respondents disagree to the foregoing to the extent that negative experiences of some parents in the past did not debar the involvement of parents in their child's academic success. The analysis shows that parents tend to limit their involvement in their children education when they have negative past. It is for this reason that Amatea and West-Olatunji (2007) stated that parents refused to attend school meetings because they felt they are not treated respectfully when they were contacted. They were sometimes talked down to or blamed for incidents and spoken to by school staff. Based on this, it can be deduced that, parents are likely to limit their association with school business involving their children.

Table 2: Barriers of parent involvement in students’ academic performance

Barriers	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Living in poverty is a barrier to parents involvement in students’ academic performance (A)	80.64 (32%)	100.8 (40%)	70.56 (28%)	0(0%)	0(0%)
Lack of formal education can be a barrier to parents involvement in student’s academic performance (B)	90.72 (36%)	100.8 (40%)	60.48 (24%)	0(0%)	0(0%)
Cultural norms and practices bring about barrier to parent’s involvement in students’ academic performance (C)	55.44 (22%)	75.6 (30%)	60.48 (24%)	60.48 (24%)	0(0%)
Poor parent-teacher relationship serves as barrier to parents involvement in student’s academic performance (D)	70.56 (28%)	100.8 (40%)	80.64 (32%)	0(0%)	0(0%)
Negative experiences of some parents in the Past (E)	100.8 (40%)	60.48 (24%)	55.44 (22%)	35.28 (14%)	0(0%)

Source: Field Study, 2023

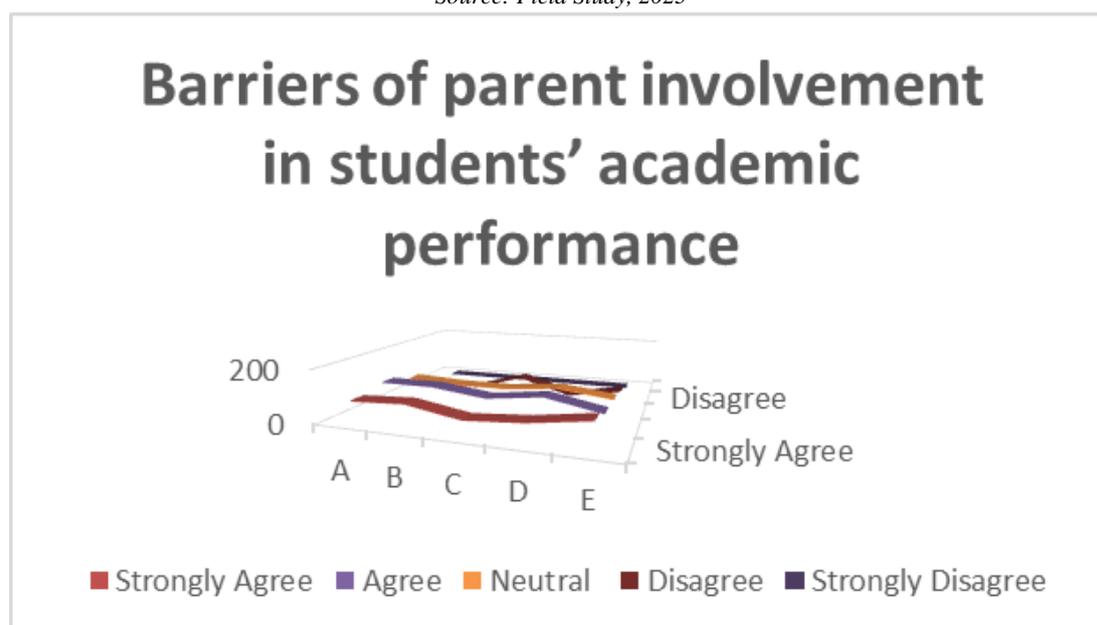


Figure 2: Barriers of parent involvement in students’ academic performance

RQ3: What Strategies increase parent involvement in students’ academic performance at Junior High Schools in Ghana?

This sought to find the strategies that increase parental involvement in students’ academic performance. Data was gathered using a questionnaire. Table 3 and Figure 3 presents the results.

Table 3: Strategies to increase parent involvement in students’ academic performance

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Using school counselors will increase parent involvement in students’ academic affairs (A)	60.48 (24%)	85.68 (34%)	52.98 (21%)	52.92 (21%)	0(0%)
Parents should be involved in home-based	70.56 (28%)	110.88 (44%)	0(0%)	0(0%)	70.56 (28%)



activities of the children (B)

Laws should be applied to force parents to be responsible (C)	68.04 (27%)	73.08 (29%)	55.44 (22%)	55.44 (22%)	0(0%)
There is no clear cut standard for guiding parents (D)	63 (25%)	70.56 (28%)	63 (25%)	55.44 (22%)	0(0%)
Effective PTA enhances parents involvement in students' academic performances (E)	55.44 (22%)	85.68 (34%)	0(0%)	55.44 (22%)	55.44 (22%)

Source: Field Study, 2023

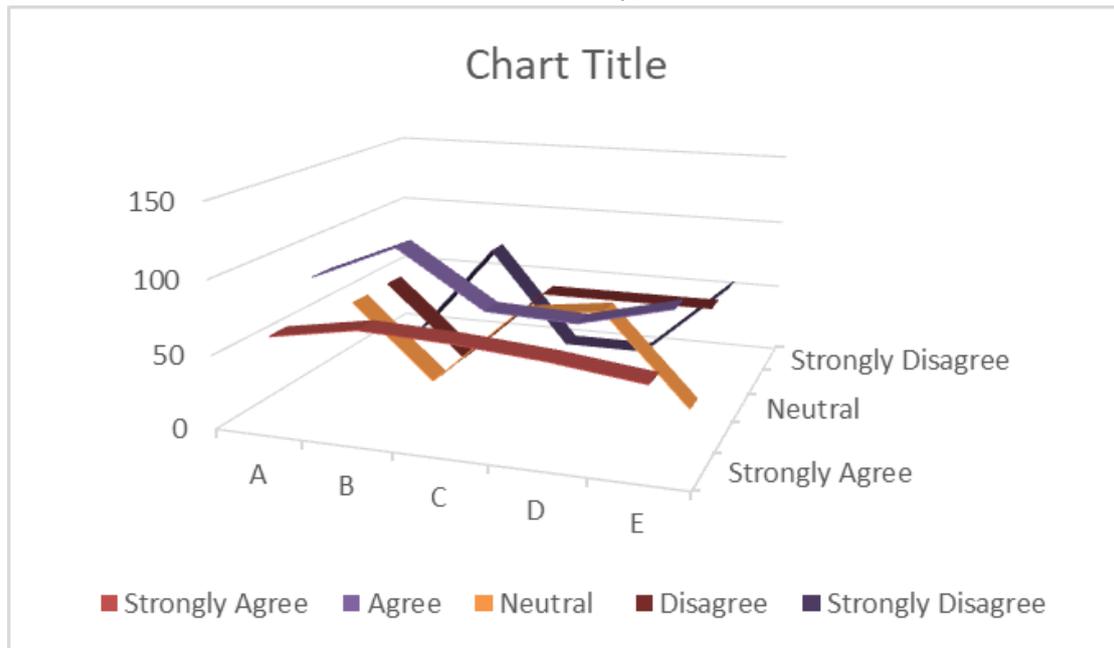


Figure 3: Strategies to increase parent involvement in students' academic performance

In the determination of the what Strategies to increase parent involvement in students' academic performance diverse responses were found including using school counselors will increase parent involvement in students' academic affairs, parents should be involved in home-based activities of the children, laws should be applied to force parents to be responsible, there is no clear cut standard for guiding parents and effective PTA enhances parents' involvement in students' academic performances.

Relating to the strategies needed to increase parent involvement in Table 3 and Figure 3, 60.48(24%) respondents strongly agreed that using school counselors will increase parent involvement in students' academic affairs while 85.68(34%) respondents denoting the majority also agreed to same viewpoint. Also 52.98(21%) respondents were neutral but 52.92(21%) respondents disagreed to the position that using school counselors will increase parent involvement in students' academic affairs. The outcome of the analysis indicates an approval of the work of counsellors in schools hence the need to use them. The outcome is, however, not different from what Amatea and West-Olatunji (2007) suggested that school counsellors help to team up with teachers to create welcoming and family-centered school

environments, work with teachers to connect students' lives with the curriculum, and bridge together the gaps between teachers and students. It is therefore important to recognise counsellors stand the chance to helping students.

Allowing parents to be involved in home-based activities of the children is strongly agreed to by 70.56(28%) respondents as a strategy to increase parental involvement in student's academic performance. This position is agreed to by 110.88(44%) respondents who represent the majority. Differently from the foregoing, 70.56(28%) respondents also strongly disagreed. In all, it can be explained that, though 28% of the respondents thought otherwise, majority of the respondents agreed that parental involvement in home affairs of students like assignments will enhance student learning and academic performance. It is in the light of this that Epstein and Van Voorhis (2001) reported that students who received feedback from parents on mathematics homework for instance showed more mastery than student who did not receive any feedback on homework. This shows clearly that the involvement of parents in home-based duties of students is important and required.

Over one-quarter of the respondents 68.04(27%) strongly agreed that laws should be applied to force parents to be

responsible. Similarly, 73.08(29%) respondents also agree but 55.44(22%) respondents remained neutral while 55.44(22%) respondents disagreed. It can be read that inasmuch as laws are necessary they should be applied to force parents to be responsible. This clarifies the fact that parents could be held bound and compelled easily when laws are put in place to check them.

The need to get a clear-cut standard for guiding parents on how to involve themselves in students' affairs is strongly the position of 63(25%) respondents, same as 70.56(28%) respondents who also agreed though 63(25%) respondents gave no response. On the other hand, 55.44(22%) respondents also disagreed to the institution of clear cut standard for guiding parents. Despite the disagreement of the minority, it can be concluded that the majority of the respondents felt that the application of clear-cut standards will help guide parents on how to involve themselves in education to help their students. Therefore, it can be suggested that getting stakeholders (teachers, parent and students etc) involved will facilitate and enhance students' academic performance.

The institution of strong parent-teacher association (PTA) is strongly supported by 55.44(22%) respondents as a way to enhance parents' involvement in students' academic performance. Similarly, 85.68(34%) respondents also agreed. On the contrary 55.44(22%) respondents disagree while 55.44(22%) respondents also strongly disagreed. Based on the various responses, it means that having an effective PTA system will help get parents involved in students' affairs.

Conclusions

The study makes it apparent that parental involvement in their wards' academic performance is of essence because they have the influence on the education of their children.

One key conclusion that can be drawn from the study is that parents have diverse perceptions regarding their involvement in their wards' academic performances. They generally seem to feel that both students and teachers are not meeting their expectation but do not see that they have key roles to play in the success of their wards' academic performance.

Also it can be concluded that all parents have some form of barriers that hinder their involvement in their wards' academic performance. However, such barriers are often differentiated and therefore cannot be tackled with the same approach. By way of improving the involvement of parents in their children's education, it can be put forward that counselors have a major role to play. In the same vein, the active involvement of parents in their children's home works and activities cannot be underrated.

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