

Parental Involvement in Monitoring Students' Academic Performance

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ABSTRACT: *The present study was undertaken to determine the level of parental involvement in monitoring the academic performance of students at the senior high level within Kassena Nankana Municipality in the upper East Region of Ghana. Three research questions were formulated for the study. Purposive and random sampling technique were adopted for sampling the participants for the study. Participants of the study included 50 parents, 100 teachers and 100 students. Self-developed questionnaire was used for collecting data from the sampled parents, teachers and students. Cronbach alpha was used to determine the reliability of the items. Data collected from the participants were analyzed using descriptive statistics (percentage, mean and standard deviation) and inferential statistics (ANOVA). The results of the study proved that the level at which parents participate in monitoring the academic performance of students at the senior high school is very low within the municipality. The results of the study also indicated that poverty, low level of education, single parenting, work load of parents, negative attitude of teachers and parents toward each other and large family size are the major barriers of parental involvement in monitoring students' academic performance. It was recommended that parents should spend enough time with children at home and discuss with them about their academic performance, Parents should communicate frequently with teachers in order to know the academic performance of their children, Management of senior high schools within the municipality should discuss with parents on the importance of parental involvement in education and Parents-Teachers Association meetings should be organized frequently at least once every semester since it is one of the best means through which teachers can get access to parents and interact with them.*

KEYWORDS: Parental involvement, monitoring, academic performance

INTRODUCTION

Parental involvement in monitoring students' academic performance and the impact of parents in the academic achievement of students are attracting many attentions from educators, teachers, curriculum developers and school administrators as they are trying to find ways to improve the academic performance of students. Parents' involvement in the monitoring of students' academic performance is increasingly becoming one of the most effective ways of ensuring good standards and practice of education. It is therefore a global concern among parents to see and know what their children are doing in school and how best they can offer their support to improve the quality of education.

Gyamfi and Pobbi (2016) stipulated that parental involvement in a child's education is known to have substantial contribution towards a number of positive academic outcomes of the child. The positive effects of parental involvement in a child's education are; to improve academic achievement and good behaviour (Nyangarika & Nombo, 2020). It is however undoubtedly laudable that parent-school collaboration has a lot of benefits for the students.

Parents are expected to be much concerned about the academic performance of their children that they have entrusted into the hands of teachers by participating in Parents-Teachers Association (PTA) meetings. Parents can involve in monitoring the academic performance of their children by contacting the subject teachers of their children and find out from them the problems that their children are facing academically. There are many ways that parents can adopt to monitor the academic performance of their children. These include; parenting, effective communication, supervision of students learning at home, decision-making and collaboration of community and school (Seni & Onyango, 2021).

Parental involvement in children education has a lot of benefits for the child, school, community and the nation at large. Đurišić and Bunijevac (2017) on parental involvement posited that parents and families have great impact on the success of education and upbringing of children. Parents involvement is related to their position at home which include monitoring the learning of children at home as well as participation in activities organized at school like parents' teachers' conferences, seminars and workshops. One of the key aspects of parental involvement in their children education and academic performance is the parent's ability to monitor children's activities such as their time and choice of programs on television and supervise children to do their assignment (Gyamfi & Pobbi, 2016). These factors are believed to influence children's studies at home. It is therefore self-evident that the involvement of parents in monitoring their children's studies after school hours could have a positive effect on academic success of students. Parental involvement is extremely important for students' academic achievement and educational progress (Walker, 2017). Parents are therefore supposed to take it upon themselves to monitor the activities of students.

One key indicator of student success is having a strong relationship between the parents and the teachers (Dietel, 2013). Good relationship and effective communication between teachers and parents will enable teachers to put up their best since they see themselves as part of the students' families. Many studies have proven that parents who were actively involved in monitoring their children education have children excelled academically, had fewer behaviour problems and also graduated from senior high school at a high rate than children whose parents who are not involved in their education (Noel, Stark & Redford, 2013).

Statement of the Problem

This study investigated parental involvement in monitoring the academic performance of their children at the Senior High School level within the Kassena Nankana Municipality in the Upper East Region of Ghana. In Ghana, parents' engagement/participation in monitoring the academic performance of children is not adequate. Based on our numerous years of teaching experiences at the senior high level, we have observed that parental involvement in monitoring the academic performance of students is not adequate.

Parents are always quick to chastise teachers when their children perform abysmally in the West African Senior School Certificate Examination (WASSCE) without considering their roles as parents in the academic success of their children. Most parents in the Upper East Region, most especially Kassena Nankana Municipality are predominantly traders and farmers and hence are always engaged in trading and farming activities without considering the academic success of their children. Most parents even engaged their children in farming activities instead of allowing them to go to school or study. Although parental involvement in education of their children have been studied in Ghana such studies focused on early childhood education (Bartolia, Joshib & Wolf, 2022) and primary education (Appiah-Kubi & Amoako, 2020) and parental monitoring and child's academic performance in Ghana (Gyamfi & Pobbi, 2016). These studies were carried out mainly in the southern part of the country and also concentrated mainly at the basic school level without considering the senior high school level which is considered as the main barrier to tertiary level. No study has investigated parental involvement in monitoring students' academic performance at the senior high school level in Ghana, especially in the Upper East Region of Ghana. It is against this background that the researchers deemed it necessary to investigate parental involvement in monitoring the academic performance of students at the Senior High School level within the Kassena Nankana Municipality in the Upper East Region of Ghana.

Purpose of the Study

The main purpose of the study was to investigate the level of parental involvement in monitoring the academic performance of their children at the senior high level in school and at home within the Kassena Nankana Municipality in the Upper East Region, Ghana. One of the rationales that informed the researchers study was to find out the barriers of parental involvement in monitoring their children academic performance and find practicable solutions to the prevailing falling

standard of academic performance of students in the WASSCE in recent years at the senior high school level in the Municipality due to less parental involvement in their children education.

Specific objectives of the Study

The specific objectives of the study were to determine the:

1. Responsibilities of parents in monitoring their children's academic performance.
2. Measures put in place by parents to help monitor the academic performance of students
3. Barriers to parents' involvement in monitoring their children's academic performance.

Research Questions

The following research questions were addressed in the study:

1. What responsibilities do parents play in monitoring their children's academic performance?
2. what specific measures are put in place by your parents in monitoring your academic performance?
3. What are the barriers to parents' involvement in monitoring their children's academic performance?

LITERATURE REVIEW

Benefits of Parental Involvement

The beneficial effects of parental involvement in monitoring the academic performance of students cannot be underestimated. Parental involvement is a key determinant of academic success of senior high school students. Parental involvement in education helps to promote better grades, test scores, and students' attendance (Epstein, 2018). Involving parents in their children education does not only help to improve the academic performance of students but also helps parents to know the academic weaknesses of their children better through parent-teacher interaction. Involving parents in education helps parents increase their interaction and discussion with their children and are more responsive and sensitive to their children's social, emotional and intellectual developmental needs at school and in the home (Mata, Pedro & Peixotoa, 2018). Parental involvement helps parents and teachers to build a good relationship. This enables them to share ideas on how to contribute their quota for the development of the school and community.

Parental involvement offers opportunities for parents and teachers to create mutual respect and understanding (Owen, 2018). Epstein (2018) also posited that, parental involvement in education helps teachers to acquire better understanding of family's culture and diversity and form deeper respect for parents' abilities and time. Effective involvement of parents in their children's education has a positive effect on their children's lives, including their development, behaviour, motivation and academic performance (Dahn, 2020). Involving parents in their children education enable their wards to understand the importance of education and pursue education to the highest level. Instructors can have a better understanding of students by engaging parents in their children

education because children spend much of their time with their parents than any other people (Liu, Sulaimani, & Henning, 2020).

Jethro and Aina (2012) assert that when parents visit school regularly to check the well-being of their children, it creates a good relationship between the home and the school and hence helps the children to see the school as an integral part of the family. Parents-teachers collaboration motivates learners to learn inside and outside of the classroom (Lekli & Kaloti, 2015). The active involvement of parents in their children education such as helping their children with homework can help improve the academic performance and the relationship between the school and the family. It has been proven time and time again that parents who invest much time and resources on their children education will have children who are successful in education (Sapungan & Sapungan, 2014).

Barriers of Parental Involvement

There are many barriers that hinder the parental involvement in monitoring the academic performance of students. These factors include; lack of time, poor relationship between parents and teachers and socio-economic status of parents. Illiteracy is one of the major factors that militates against effective parental involvement in education (Matshe, 2014). Time and life demand of parents and family are barriers to effective participation of parents in school activities (Grant & Ray, 2010).

Location of schools in Ghana and the region to be specific is another key factor that militates against active participation of parents in monitoring their children academic performance. Most parents' children are posted to schools that are far from the home, district and region of parents due to the computerized school selection and placement system in Ghana, making it very difficult for parents to visit their children. Parents from poor financial background face a lot of barriers to active participation in their children education due to nonflexible work schedules, lack of resources and transportation problems (Hill & Taylor, 2004). Key obstacles that constrain parents' ability to become actively engaged in their children education include teachers' attitude and parent family resources (Sapungan & Sapungan, 2014).

Language or communication barrier is another key component that prevents effective participation of parents in monitoring the academic performance of their children. The numerous languages in Ghana especially the northern part of the country makes it very difficult for parents and teachers to have effective communication since most parents cannot speak English. Teachers often feel that most parents are not educated and hence do not have the necessary resources required for educating students (Grant & Ray, 2010). Baeck (2010) cite cultural norms, inadequate financial resources and illiteracy as barriers to parental involvement in children education. Williams and Sackey (2011) assert that there are four key barriers militating against effective engagement of parents in monitoring the academic achievement of their children. These include; illiteracy, time, language and poverty.

METHODOLOGY

Research Design

This study employed cross-sectional survey, which was designed to find out from the teachers, students and parents in the Kassena Nankana Municipality area the level of parental involvement in monitoring the academic performance of their children in some selected Senior High Schools. A research design of this nature enables a fact-finding study for adequate and accurate interpretation of findings.

Study Area

The study was conducted in Senior High Schools within Kassena Nankana Municipality. The Kassena Nankana Municipality which has Navrongo as its Administrative Capital, lies between latitude 11°10' and 10°3' North and longitude 10°1' West within the Guinea Savannah woodlands in Ghana. It has a total land area of 865 square kilometres with a population of 99,895 people comprised of 48,658 males and 51,237 females (Ghana Statistical Service, 2021 Population and Housing Census, www.ghanadistricts.com/Home/District/154).

Public educational institutions in the municipality include 52 primary schools, 35 public Junior High Schools, 5 Senior High Schools, 1 College of Education, 1 Community Health Nursing Training Schools respectively and 1 university. Other educational institutions include Vocational Training Schools, and pre-schools (Kassena Nankana Municipal Assembly – Navrongo, MTEF, 2015). More than 80% of households in the municipality is engaged in agriculture, that is, food crop production and livestock rearing (Ghana Statistical Service, 2014. 2010 Population and Housing Census).

Population

The study population included all the Senior High Schools in the Kassena Nankana Municipality. The study equally included Leaders of Educational Institutions, teachers, farmers, parents and students. These categories of people are easy to find because of the nature of the Municipal Assembly and the places where they can be easily located such as the market, schools, gardens and the rice farm lands.

Sampling Technique and Sample Size

A simple random and purposive sampling technique was used in selecting teachers, parents and students for the study. Two single sex schools and two mixed schools were randomly selected for the study. In order to have both teachers and students involved in the study, a proportional sample size was determined for each selected school, and both teachers including school leaders and students. Students were selected using yes or no rolled papers in a box. And those who selected yes from the box were used for the study. Teachers and parents used for the study were selected using purposive sampling technique. Only parents who have children at Senior High Schools

participated in the study. Also, teachers who participated in the study were mainly those who have four years and above teaching experience at the Senior High School level. A total number of two hundred and fifty (250) participants participated in this study, comprising one hundred (100) teachers, fifty (50) parents and one hundred (100) students.

Table 1 shows the demographic profile of participants. Approximately 56% of the parents were male and 44% female. The teachers were made up of 76% male and 24% female and the students were also made up of 52% male and 48% female. 63% of the teachers had 4-6 years teaching experience and 37% had 7 and above years of teaching experience. On profession of parents, 30% were farmers, 28% were traders, 18% were teachers, 14% were health workers, 6% work in the security service and 4% work in other fields.

Table 1. Demographic Profiles of Participants

Variables and Categories										
Parents					Teachers			Students		
Gender:		Male (56)	Female (44)			Male (76)	Female (24)		Male (52)	Female (48)
Profession					Years of teaching experience			Age		
Farming	Trading	Teaching	Nursing/Doctor	Security service	Others	4 -6 (63)	7- 10+ (37)	15 – 17 (40)	16-20+ (60)	
(30)	(28)	(18)	(14)	(6)	(4)					
Note: figures are in Percentages (%)										

Research Instruments

A self-designed three sets of questionnaires were used to collect data from 250 people who are mainly teachers, parents and students from senior high schools. A structured questionnaire was used for data collection. The questionnaire was prepared in the English Language for those who understand English, and translated orally by the researchers in the local languages of Nankam or Kasim for those who do not understand English.

Data Collection Procedure

Prior to commencement of the survey, advocacy visits were made to the selected schools and areas where parents live or work to solicit their support and cooperation. Two assistants were sent to each school or area to administer all sets of questionnaires to all selected persons to assist in completing the questionnaires in order to get the required information needed from them for the study.

Validity and Reliability

The instrument for data collection were given to three senior high school teachers and two senior lecturers who are educationists to help establish their validity. The questionnaires were piloted at a school which is not part of the schools selected for the study. The reliability of the questionnaire was determined using Cronbach’s Alpha Coefficient of reliability. Cronbach alpha coefficient

reliability of 0.74, 0.73 and 0.81 were obtained for parents, teachers and students' questionnaires respectively.

Data analysis

The data collected from the teachers, parents and students were analysed using descriptive statistics (percentage, mean and standard deviation) and inferential statistics (ANOVA) using Excel, Microsoft Office version 2019. The percentages, means and standard deviations were used to describe the level of agreement among the statements asked.

RESEARCH FINDINGS AND DISCUSSION

This study intended to determine parental involvement in monitoring the academic performance of students at the Senior High School level within Kassena Nankana Municipality in the Upper East Region, Ghana. The study employed self-administering of questionnaires to students, teachers and parents to obtain data from them on parental involvement in monitoring students' academic performance.

Table 2. Parents responses on responsibilities of parents in monitoring the academic performance of their children (n= 50)

S/N	Statements	SA	A	UC	DA	SD	MEAN	SD	RANK
1	I attend P.T.A meeting	4 (8%)	3 (6%)	8 (16%)	25 (50)	10 (20)	2.32	1.11	7
2	I visit the school and pay my child/children's school fees	0 (0%)	0 (0%)	0 (0%)	40 (80%)	10 (20%)	1.8	0.4	10
3	I buy exercise and note books for my child/children	20 (40%)	20 (40%)	0 (0%)	10 (20%)	0 (0%)	4	1.1	1
4	I communicate with teachers of my child/children	5 (10%)	5 (10%)	2 (4%)	35 (70%)	3 (6%)	2.48	1.09	6
5	I visit school to check on child/children's participation in class	2 (4%)	5 (10%)	3 (6%)	25 (50%)	15 (30%)	2.08	1.06	8
6	I allow my child to watch educative shows at home	10 (20%)	15 (30%)	0 (0%)	20 (40%)	5 (10%)	3.1	1.39	3
7	I buy all recommended text books for my child	5 (10%)	5 (10%)	0 (0%)	20 (40%)	20 (40%)	2.1	1.31	9
8	I request for my child's semester exams report card in every semester	15 (30%)	10 (20%)	5 (10%)	15 (30%)	5 (10%)	3.3	1.43	2
9	I supervise my child to do assignment at home	4 (8%)	17 (34%)	1 (2%)	25 (50%)	3 (6%)	2.88	1.18	5
10	I check my child exercise and assignment books regularly	14 (28%)	7 (14%)	2 (4%)	23 (46%)	4 (8%)	3.08	1.44	4
Overall mean and standard deviation							3.65	1.05	

Source: Field data (2022)

Key: 5=Strongly Agree (SA), 4=Agree (A), 3=Uncertain (UC), 2=Disagree (DA), 1=Strongly Disagree (SD), Mean (M) and Standard Deviation (SD).

Table 2 contains parents’ responses on responsibilities of parents in monitoring the academic performance of students. Parents indicated their level of agreement to each item on a scale that ranged from 5=Strongly Agree (SA), 4=Agree (A), 3=Uncertain (UC), 2=Disagree (DA), 1=Strongly Disagree (SD). The generality of the responses of parents indicated an average (M=3.65, SD=1.05, N= 50) level of agreement with respect to their responsibilities in monitoring the academic performance of students. The ten items were further ranked based on the one with the highest mean to the least mean.

I buy exercise and note books for my child ranked highest. 40% responded strongly agree, 40% responded agree, 20% responded disagree. The mean and standard deviation of the item was 4.0 and 1.1 respectively. I request for my child semester exams report ranked 2nd (M= 3.3, SD= 1.43), I allow my child to watch educative shows at ranked 3rd (M= 3.1, SD= 1.39). Also, I attend P.T.A meetings ranked 7th (M = 2.32, SD = 1.11), I visit my child school to check on my child participation in class ranked 8th (M = 2.08, SD = 1.06), I buy all recommended text books for my child ranked 9th (M = 2.1, SD = 1.31), I visit my child school and pay school fees ranked least (M= 1.8, SD = 0.4). The overall mean and standard deviation (M = 2.71, SD = 1.15) proved that the responsibilities play by parents is highly insufficient to help them monitor the academic performance of their children.

The results of the study revealed that responsibilities play by parents in monitoring the academic performance of their children is very little. This finding corroborates with the finding of Seni and Onyango (2021) who explored the roles of parents in enhancing the academic performance of students among public secondary schools at Nyamagana, Tanzania and revealed that a good number of parents do not play their parenting roles effectively which hinders the effective academic performance of students. This finding also confirmed the finding of Gyamfi and Pobbi (2016) who researched on parental monitoring and child academic performance in Ghana revealed that parental involvement in monitoring the academic performance of children is very low in Ghana.

Table 3. ANOVA results of parents on responsibilities of parents in monitoring the academic performance of their children

ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	206.602	9	22.955	16.219	0.000	1.899
Within Groups	693.5	490	1.415			
Total	900.102	499				

Level of significance = 0.05, p<0.05; Highly significant

From table 3, (F (9, 490) = 16.219, P<0.05) proved that there was statistically significant difference in means between responsibilities of parents in monitoring their children’s academic performance

and hence the null hypothesis was rejected. This indicates that students will perform better if their parents play effective responsibilities in monitoring their academic performance.

Table 4. Teachers' responses on responsibilities of parents in monitoring the academic performance of their children (n= 100)

S/N	Statements	SA	A	UC	DA	SD	MEAN	S.D	RANK
1	Parents attend PTA meetings	10 (10%)	32 (32%)	0 (0%)	48 (48%)	10 (10%)	2.84	1.26	1
2	Parents buy recommended text books for their children	5 (5%)	10 (10%)	30 (30%)	40 (40%)	15 (15%)	2.5	1.05	4
3	Parents visit school to check on their children	10 (10%)	30 (30%)	10 (10%)	30 (30%)	20 (20%)	2.8	1.33	2
4	Parents communicate with their teachers	5 (5%)	25 (25%)	2 (2%)	50 (50%)	18 (18%)	2.49	1.19	5
5	Parents request for semester exams reports cards of their children	2 (2%)	2 (2%)	20 (20%)	60 (60%)	16 (16%)	2.14	0.78	8
6	Parents buy exercise and note books for their children	5 (5%)	15 (15%)	10 (10%)	50 (50%)	20 (20%)	2.35	0.83	6
7	Parents pay for their children to attend extra classes in school.	0 (0%)	0 (0%)	20 (20%)	50 (50%)	30 (30%)	1.9	0.70	9
8	Parents encourage their children to join educational/academic association in school.	0 (0%)	0 (0%)	10 (10%)	65 (65%)	25 (25%)	1.85	0.57	10
9	Parents participate in decision making in the school.	5 (5%)	15 (15%)	25 (25%)	45 (45%)	10 (10%)	2.6	1.02	3
10	Parents help their children to do their assignment/home work	0 (0%)	0 (0%)	40 (40%)	50 (50%)	10 (10%)	2.3	0.64	7
Overall mean and standard deviation							2.38	0.94	

Source: Field data (2022)

Key: 5=Strongly Agree (SA), 4=Agree (A), 3=Uncertain (UC), 2=Disagree (DA), 1=Strongly Disagree (SD), Mean (M) and Standard Deviation (SD).

Table 4 contains teachers' responses on responsibilities of parents in monitoring the academic performance of students. Parents indicated their level of agreement to each item on a scale that

ranged from 5=Strongly Agree (SA), 4=Agree (A), 3=Uncertain (UC), 2=Disagree (DA), 1=Strongly Disagree (SD). The overall response of the teachers proved that the responsibilities play by parents is not effective in monitoring the academic performance of students. The ten items responded by teachers were ranked. Out of the ten items, parents attend P.T.A meeting ranked highest (M= 2.84, SD = 1.26). 10% of the teachers strongly agreed that parents attend P.T.A meetings, 32% responded agreed, 48% responded disagreed and 10% responded strongly disagree. Parents visit school to check on their children ranked 2nd (M= 2.80, SD = 1.33) and parents participate in decision making in the school ranked 3rd (M = 2.60, SD = 1.02). Also, parents request for the semester exams report of their children ranked 8th (M = 2.14, SD= 0.78), parents pay for their children to attend extra classes in school ranked 9th (M= 1.90, SD= 0.70) and parents encourage their children to join academic association in the school ranked least (M= 1.85, SD= 0.57). The overall mean and standard deviation of the response of the teachers was (M= 2.38, SD= 0.94).

The generality of the teachers’ response proved that parents within the Municipality do not play their responsibilities effectively which is capable of helping them to monitor the academic performance of their children. The findings confirmed the finding of Seni and Onyango (2021) who revealed that the rate of parental involvement in monitoring the academic performance of students is very low. The finding contradicts with Tekin (2014) who explored on parents’ motivational beliefs about their involvement in young children education in Turkey and found that parents help their children to succeed in school.

Table 5. ANOVA results of teachers on responsibilities of parents in monitoring the academic performance of their children.

ANOVA						
Source of Variation	SS	Df	MS	F	P-value	F crit
Between Groups	60.3	9	6.7	4.428	0.000	1.889
Within Groups	1497.7	990	1.512			
Total	1558	999				

Level of significant =0.05; p<0.05; Highly significant

From table 5, (F (9, 990) = 4.428, P < 0.05) indicated that there was statistically significant difference in means between responsibilities of parents in monitoring their children’s academic performance and hence the null hypothesis was rejected. It proved that parents will be able to monitor the academic performance of their children if they play their roles effectively. Students will perform better if their parents play effective responsibilities in monitoring their academic performance.

Table 6. Students' responses on measure put in place by parents to help monitor the academic performance of students (n=100)

S/N	Statements	SA	A	UC	DA	SD	MEAN	SD	RANK
1	My parents check on my assignment and exercise books.	10 (10%)	20 (20%)	10 (10%)	50 (50%)	10 (10%)	2.70	1.19	7
2	My parents help me to do my assignment/homework	0 (0%)	12 (12%)	14 (14%)	70 (70%)	4 (4%)	2.34	0.74	9
3	My parents visit my school regularly	5 (5%)	13 (13%)	5 (5%)	75 (75%)	2 (2%)	2.44	0.94	8
4	My parents communicate with my teacher.	10 (10%)	25 (25%)	10 (10%)	50 (50%)	5 (5%)	2.85	1.15	5
5	My parents allow me to watch educative shows at home	20 (20%)	25 (25%)	4 (4%)	45 (45%)	6 (6%)	3.08	1.32	2
6	My parents attend PTA meetings	15 (15%)	20 (20%)	5 (5%)	45 (45%)	15 (15%)	2.75	1.34	6
7	My parents request for my semester exams report cards	10 (10%)	25 (25%)	5 (5%)	50 (50%)	10 (10%)	2.75	1.22	6
8	My parents check on my exam's scripts	21 (21%)	19 (19%)	8 (8%)	40 (40%)	12 (20%)	2.97	1.39	4
9	My parents motivate me to get good scores/grades.	23 (23%)	20 (20%)	5 (5%)	41 (41%)	11 (11%)	3.03	1.36	3
10	My parents discuss with me on the importance of education	20 (20%)	30 (30%)	2 (2%)	35 (35%)	13 (13%)	3.09	1.4	1
Overall mean standard deviation							2.8	1.2	

Source: Field data (2022)

Key: 5=Strongly Agree (SA), 4=Agree (A), 3=Uncertain (UC), 2=Disagree (DA), 1=Strongly Disagree (SD), Mean (M) and Standard Deviation (SD).

Table 6 shows results of the response of students on measures put in place by their parents in monitoring the academic performance of students. Majority (>75%) of the students were of the view that the measures put in place by their parents in monitoring their academic performance is woefully inadequate. The mean value of most of the items were below 3.0. This meant that the learners disagreed that proper measures are put in place by their parents to help monitor their academic performance. The items on measures put in place by their parents in monitoring students' academic performance were ranked base on the one with the highest mean value to the one with the least mean value. My parents discuss with me on the importance of education was ranked 1st (M= 3.09, SD= 1.40). 20% of the students sampled for the study responded strongly agree, 30% responded agree, 2% responded uncertain, 35% responded disagree and 13% responded strongly disagree. My parents allow me to watch educative shows at home ranked 2nd (M= 3.08, SD= 1.32).

Also, my parents check through my assignment and exercise books ranked 7th (M= 2.70, SD= 1.190), my parents visit my school ranked 8th (M= 2.44, SD= 0.94) and my parents help me to do my assignment ranked least (M= 2.34, SD= 0.74). The overall mean and standard deviation (M= 2.8, SD= 1.20) proved that parents are not implementing proper measures to help them monitor the academic performance of their children.

Table 7. ANOVA results of students on measures put in place by their parents in monitoring the academic performance pf students

ANOVA						
Source of Variation	SS	Df	MS	F	P-value	F crit
Between Groups	60.3	9	6.7	4.429	0.000	1.889
Within Groups	1497.7	990	1.513			
Total	1558	999				

Level of significant =0.05; p<0.05; Highly significant

From table 7, there was statistically significant difference in means between measures put in place by parents in monitoring the academic performance of their children, (F (9, 990) = 4.429, p <0.05). This indicates that parents will be able to monitor the academic performance of their children very well if they put in place proper measures.

Table 8. Parents' responses on barriers of parental involvement in monitoring academic performance of their children (n= 50)

S/N	Statements	SA	A	UC	DA	SD	MEAN	SD	RANK
1	Low level of education	30 (60%)	15 (30%)	2 (4%)	2 (4%)	1 (2%)	4.42	0.91	1
2	Communication/language barriers	25 (50%)	20 (40%)	1 (2%)	2 (4%)	2 (4%)	4.28	0.99	2
3	Negative attitude of parents towards teachers	10 (20%)	35 (70%)	2 (4%)	2 (4%)	1 (2%)	4.02	0.76	3
4	Single parenting/broken homes	10 (20%)	20 (40%)	10 (20%)	5 (10%)	5 (10%)	3.5	1.2	6
5	Work load of parents	15 (30%)	25 (50%)	2 (4%)	4 (8%)	4 (8%)	3.86	1.19	5
6	Poverty/socioeconomic status of parents	10 (20%)	35 (70%)	0 (0%)	3 (3%)	2 (4%)	3.96	0.90	4
7	Location of schools	5 (10%)	30 (60%)	2 (4%)	9 (18%)	4 (8%)	3.46	1.14	8
8	Attitudes of children	2 (4%)	10 (20%)	3 (6%)	30 (60%)	5 (10%)	2.48	1.05	10
9	Large family size	10 (20%)	29 (58%)	2 (4%)	5 (10%)	4 (8%)	3.72	1.03	7
10	Prescribed nature of schools	5 (10%)	15 (30%)	5 (10%)	15 (30%)	10 (20%)	2.8	1.34	9
Overall mean and standard deviation							3.65	1.05	

Source: Field data (2022)

Key: 5=Strongly Agree (SA), 4=Agree (A), 3=Uncertain (UC), 2=Disagree (DA), 1=Strongly Disagree (SD), Mean (M) and Standard Deviation (SD).

Table 8 shows response of parents on barriers of parental involvement in monitoring the academic performance of students. Parents indicated their level of agreement to each item on a scale that ranged from 5=Strongly Agree (SA), 4=Agree (A), 3=Uncertain (UC), 2=Disagree (DA), 1=Strongly Disagree (SD). Ten items were formulated on barriers of parental involvement in monitoring students' academic performance. Low level of education was ranked highest (M= 4.42, SD= 0.91). 60% of the parents responded strongly agree, 30% of the parents responded agree, 4% responded uncertain, 4% responded disagree and 2% responded strongly disagree. Communication or language barrier ranked 2nd (M= 4.28, SD= 0.99), negative attitude of parents towards teachers ranked 3rd (M= 4.02, SD= 0.76) and poverty of parents ranked 4th (M= 3.96, SD= 0.94). Also, location of school ranked 8th (M= 3.46, SD= 1.14), prescribed nature of schools ranked 9th (M= 2.8, SD= 1.34) and the least among the items was attitude of children (M= 2.48, SD= 1.05). Though these were the least, the mean values from table 4 indicated that the parents agreed that the items are the main barriers hindering effective parental involvement in monitoring academic performance of students.

This finding corroborates the finding of Mastshe (2014) who revealed that illiteracy, socioeconomic factors, and lack of effective communication are the major challenges of parental involvement in education. This finding also confirmed the finding of Badrasawi, Yahetu and Khalid (2019) who explored challenges of parental involvement in children's education at a primary school and concluded that language/communication barriers and complexity of school subjects are the main challenge of parental involvement in children education. The finding is consistent with Singh and Banerjee (2019) that parent's income and educational background, poor relationship between parents and teachers and lack of time are barriers militating against parental involvement in their children education. Majority (>85%) of the parents admitted that low level of education, poverty, single parenting and communication barriers are the factors militating against effective involvement of parents in monitoring the academic performance of students at the senior high level.

Table 9. ANOVA results of parents on barriers of parental involvement in monitoring academic performance of their children

ANOVA						
Source of Variation	SS	Df	MS	F	P-value	F crit
Between Groups	171.09	9	19.01	16.380	0.000	1.899
Within Groups	568.66	490	1.161			
Total	739.75	499				

Level of significant =0.05; p<0.05; Highly significant

The results in table 9 showed that there was statistically significant difference in means between barriers of parental involvement in monitoring their children academic performance, (F (9, 490) =16.380, p < 0.05).

Again, this indicates that the barriers militate against effective involvement of parents in monitoring the academic performance of their children. It proved that if parents are able to overcome the barriers, they will be able to monitor the academic performance of their children in school and at home.

Table 10. Teachers’ responses on barriers of parental involvement in monitoring students’ academic performance (n= 100)

S/N	Statement	SA	A	UC	DA	SD	MEAN	SD	RANK
1	Low level of education.	29 (29%)	64 (64%)	0 (0%)	4 (4%)	3 (3%)	4.12	0.84	3
2	Communication/language barriers.	32 (32%)	54 (54%)	2 (2%)	10 (10%)	2 (2%)	4.04	0.94	5
3	Negative attitude of parents towards teachers.	5 (5%)	15 (15%)	25 (25%)	20 (20%)	35 (35%)	2.35	1.23	10
4	Single parenting/broken homes.	25 (25%)	69 (69%)	0 (0%)	4 (4%)	2 (2%)	4.11	0.76	4
5	Work load of parents.	30 (30%)	67 (67%)	0 (0%)	2 (2%)	1 (1%)	4.23	0.65	2
6	Poverty/socioeconomic status of parents.	55 (55%)	39 (39%)	3 (3%)	1 (1%)	2 (2%)	4.44	0.36	1
7	Location of schools	15 (15%)	18 (18%)	10 (10%)	50 (50%)	7 (7%)	2.84	1.24	8
8	Attitudes of children	14 (14%)	29 (29%)	31 (31%)	18 (18%)	8 (8%)	3.23	1.14	7
9	Large family size.	23 (23%)	36 (36%)	2 (2%)	30 (30%)	9 (9%)	3.34	1.36	6
10	Prescribed nature of schools.	5 (5%)	9 (9%)	43 (43%)	20 (20%)	23 (23%)	2.53	1.26	9
Overall mean and standard deviation							3.52	0.98	

Source: Field data (2022)

Key: 5=Strongly Agree (SA), 4=Agree (A), 3=Uncertain (UC), 2=Disagree (DA), 1=Strongly Disagree (SD), Mean (M) and Standard Deviation (SD).

Table 10 indicates the response of parents on barriers of parental involvement in monitoring the academic performance of students. The mean values for most of the items were above 3.50 which meant that the teachers accepted that the items are really barriers militating against effective involvement of parents in monitoring the academic performance of their children. The items were ranked based on the one with the highest mean value to the one with the least mean value. Among the barriers of parental involvement, poverty was ranked 1st (M= 4.44, SD= 0.36). 55% of the teachers participated in the study responded strongly agree, 39% responded agree, 3% responded uncertain, 1% responded disagree and finally, 2% responded strongly disagree. Work load of parents ranked 2nd (M= 4.23, SD= 0.65) and low level of education of parents ranked 3rd (M= 4.12,

SD= 0.84). Also, large family size ranged ranked 6th (M= 3.34, SD= 1.36), location of school ranged 8th (M= 2.84, SD= 1.24), prescribed nature of school ranked 9th (M= 2.53, SD= 1.26) and negative attitude of parents towards teachers ranked least (M= 2.35, SD= 1.23).

The overall mean value was 3.52 with standard deviation, 0.98. This proved that teachers sampled for the study within the municipality agreed that the listed items are barriers of effective parental involvement in monitoring the academic performance of their children. The finding is consistent with the finding of Sari (2020) that lack of understanding and communication issues are barriers of parental involvement in education. The finding also confirmed Reeves (2009) that economic activities of parents create problems to parental involvement in education. The finding further collaborates well with the finding of Sapungan and Sapungan (2014) that lack of time, skills, logistics and negative attitude of parents towards teachers are challenges militating against effective involvement of parents in their children education. The results proved that the low involvement of Parents in monitoring the academic performance of their children within the municipality is as a result of poverty, language barriers, illiteracy, workload of parents and broken homes.

Table 11. ANOVA results of teachers on barriers of parental involvement in monitoring academic performance of students

ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	545.601	9	60.622	58.149	0.000	1.889
Within Groups	1032.11	990	1.042			
Total	1577.711	999				

Level of significant =0.05; p<0.05; Highly significant

From table 11, the results, (F (9, 990) = 58.149, P <0.05) proved that there was statistically significant difference in means between barriers of parental involvement in monitoring their children academic performance. It also showed that the barriers militate against effective involvement of parents in monitoring the academic performance of their children and hence parents will be able to make effective monitoring of their children academic performance if they are able to overcome these barriers.

SUMMARY OF FINDINGS

The main purpose of the study was to examine the level of parental involvement in monitoring the academic performance of students at the Senior High level. The study findings revealed that parents do not play effective roles which are capable of helping them to monitor the academic performance of their children. Though some parents agreed that they are performing their

responsibilities in order to enable them monitor the academic performance of their children but it is not enough to enhance effective monitoring. The finding corroborates well with the study findings of Seni and Onyango (2021) that the rate of parental participation in enhancing their children's academic performance is very low. The finding further confirmed the finding of Karibayeva and Bogar (2014) that these days more parents are becoming less engaged in educational process of their children. This finding contradicts the finding of Nyangarika and Nombo (2020) who investigated parental role on students' academic performance in secondary schools and found that parents are highly involved in their children education.

From the data of the students, it was also found that measures put in place by their parents to monitor the academic performance of students is woefully inadequate. The overall mean and standard deviation ($M= 2.8$, $SD= 1.20$) proved that parents pay little attention to the academic success of their children. This finding confirmed that of Singh, Mbokodi and Msila (2004) who investigated parental involvement in education and concluded that the level at which parents involve in their children education is very low. This finding contradicts with the finding of Tekin (2014) who investigated parental motivational beliefs about their involvement in young children education in Turkey and found that parents help their children to succeed in education. Parental involvement in their children education vary from one region to another, one nation to the other finally from one continent to the other. The level at which parents involve themselves in their children's education in the western countries is different from the African continent. This is as a result of poverty, low level of education. and large family size on the part of parents in the African continent specifically Ghana. Most of the students after responding to the questionnaire interacted with the researchers and said their parents have neglected their responsibilities with the view that senior high school is free and hence it is the responsibility of the government to provide them with all their educational needs. This often affects the academic performance of the students negatively both internally and externally.

Also, it was found that low level of education, broken homes/single parenting, poverty, socioeconomic status of parents, work load of parents, large family size and communication issues are the major barriers militating against effective parental involvement in monitoring the academic performance of students. This finding corroborates with Oranga, Obuba and Boinett (2022) that barriers to parental involvement in the education of their children are diverse and include; low level of parental education, teachers' negative attitudes towards parents, parental economic constraints and parental stress and depression. This finding is also consistent with the finding of Magwa and Mugari (2017) that parent's occupational status, income status and educational level are barriers of parental involvement in their children education.

RESEARCH IMPLICATIONS AND PRACTICE

This study will be important to parents especially, and as well as educators and other researchers, curriculum developers and the management bodies of educational institutions. It will create

avenues that will fully involve parents to also contribute to their children's academic performance as well as their social and moral development in the future. The findings will sensitize parents' awareness, perception, interest, competence, and responsibility in the education of their children or students. Also, the findings of this study will encourage parents to fully participate in the monitoring of students' academic performance at school and home. This study will unite educators and parents in a consolidated effort to supporting each other in improving the educational development of the students which usually reflects in their academic performance.

CONCLUSION

The study explored parental involvement in monitoring the academic performance of students at the Senior High level within the Kassena Nankana Municipality in the Upper East Region, Ghana. Parental involvement in monitoring the academic performance of students is very important since it is one of the major ways of helping students to succeed academically.

The study found out that parental involvement in monitoring the academic performance of their children is unsatisfactory. Majority of the students were of the view that the impact of parental involvement in monitoring their academic performance is very low. Both parents and teachers also agreed that contextual factors such as low level of education, poverty, single parenting, communication/language issues, and bad relationship between parents and teachers are the barriers militating against effective parental involvement in monitoring the academic performance of students. These factors have negative long lasting effects on the academic or education success of students. The results of the study also made it clear that most parents do not attend PTA (Parents-Teachers Association) meetings which is one of the main gatherings for parents and teachers to discuss on the academic performance of students.

RECOMMENDATIONS

The following recommendations were put forward by the researchers based on the results of the study;

- I. Parents should communicate frequently with teachers in other to know the academic performance of their children.
- II. Parents should spend enough time with their children at home and discuss with them on their academic performance.
- III. Parents should communicate frequently with teachers teaching their children in order to know their academic performance
- IV. Management of senior high schools within the municipality should discuss with parents on the importance of parental involvement in education.
- V. Parents-Teachers Association meetings should be organized frequently at least once every semester since it is one of the best means through which teachers can get access to parents and interact with them.

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