

UNIVERSITY OF CAPE COAST

AN ASSESSMENT OF PARENTAL CONTRIBUTION TOWARDS THE
EDUCATIONAL DEVELOPMENT OF BASIC SCHOOL PUPILS IN THE
DODOWA CIRCUIT OF THE DANGME WEST DISTRICT

EMMANUEL KWAME ABOAGYE

2010

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DODOWA CIRCUIT OF THE DANGME WEST DISTRICT

BY

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Administration of the Faculty of Education, University of Cape Coast, in partial
fulfilment of the requirements for award of Master of Education Degree in
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DECLARATION

Candidate's Declaration

I hereby declare that this Dissertation is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature.....

Date:.....

Name: Emmanuel Kwame Aboagye

Supervisor's Declaration

I hereby declare that the preparation and presentation of the Dissertation were supervised in accordance with the guidelines on supervision of Dissertation laid down by the University of Cape Coast.

Supervisor's Signature:.....

Date:.....

Name: Dr. Y. A. Ankomah

ABSTRACT

The study investigated parental contribution towards the educational development of basic school pupils in the Dangme West District. It sought to assess major contributions parents make, their perceptions of the importance of contributing to pupil's educational development and challenges they face.

A total of 288 parents having their children in ten (10) basic schools and 40 teachers were randomly and purposively selected for the study. Pupils were randomly sampled from the selected schools in order to reach their respective parents. The instrument used for data collection was a set of questionnaires with reliability co-efficient of 0.96, 0.94 and 0.84, using Cronbach Alpha formula. The descriptive survey research method was adopted for the study.

Finding from the study revealed that: paying children's welfare (pocket money, transportation to school, canteen); paying of official and approved levies by the Ghana Education Service and PTA dues; ensuring that pupils go to school regularly; feeding pupils before they go to school; providing good hygiene; and giving pupils psychological needs; were the major contributions of parents.

It was, however, found that parents do not provide enough motivation for their children to learn even though they ensure they go to school regularly. They do not help them do home work; they do not visit their schools to assess their progress and they do not purchase text books and other materials. The major challenges parents face was financial constraints and large family size.

It is recommended that parents support their children in diverse ways and not restricting their support to only financial commitments and demands.

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DEDICATION

This work is dedicated to my family in memory of my late brothers Kofi Eric Ofori, Kofi Hope Ofori and Kofi Joshua Ofori.

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CHAPTER ONE

INTRODUCTION

Background to the study

Basic education is fundamental and compulsory for every child in Ghana. It is expected to enable pupils acquire basic skills in literacy, numeracy and creativity. Additionally, it allows for personal development, intellectual autonomy, integration into professional life and participation in the development of the society and it also allows for a basis for lifelong learning and initial vocational guidance. It also offers a platform for diversity for children in the area of interest in order to master in skills and knowledge for the service of the country and the individual's personal existence. Primary and junior high schools education is tuition-free and mandatory.

The Government of Ghana's support for basic education is unequivocal. Article 39 of the Constitution mandates the major tenets of the free, compulsory, universal basic education (FCUBE) initiative. Launched in 1996, it is one of the most ambitious pre-tertiary education programs in West Africa. The Government of Ghana has been increasing its budget to education over the years tremendously. Basic education's share has grown from 45% to 60% of the total (G.E.S., 2008).

Education system is important for the development of human resources, and the rediscovery of the significance of human capital in economic development in the late nineteen eighties gave priority to education and

qualification of the labour force. In the majority of world countries, education is considered to be, although in the long run, decisive for the process of reallocation of social influence and power.

Raising the education level of the population as a whole has been recognized as a significant factor of the economic development of society. The importance of school education in the socio-economic development of a country cannot be over emphasized. In as much as no nation can develop without education, it behoves every nation to ensure that it provides all- round education to enable its citizens to participate meaningfully in the total development efforts.

Education is a basic right that allows every child to develop to his or her fullest potential .The right of the youth and the children to participate, and to have their civil rights respected is stipulated in the African charter on the right and welfare of children and the convention on the right of the child (UNICEF, 2003) It can be categorically stated that, children and youth are spearheading their affairs globally. They have been instrumental in obtaining millions of signatures for the “say yes” campaign leading up to the UN special session on children. And they are now routinely invited to speak at major meetings and summits and to participate in development programmes. A final declaration by children at the Economic Community of West African States (ECOWAS) peer review in 2003 for instance is “war, poverty and children without education move us ever further away from a world fit for children”. Referring to the works of some writers such as Carol Bellamy: The Gambia: “No country has made the leap into meaningful and sustained development without investing significantly in its children” and the

words of Nelson Mandela during the UN special session on children in 2003: “I regard as being crucial to sustainable human development: children and youth, education and the pursuit of universal peace” (UNICEF, 2003), indicates that, educating the child is very crucial.

The importance of school education in the socio-economic development of Ghana was recognized as early as 1957 when Ghana’s first Minister of education, Mr. Kojo Botsio, noted that education is the key stone to a people’s way of life and happiness. As a result of that philosophy, the Convention People’s Party government made elaborate provisions for the youth to receive free education. In October 1961 the first President of Ghana, Dr. Kwame Nkrumah enacted the education Act of 1961 (Act of Parliament) to provide a legal basis for free and compulsory primary and middle school education for all children of school-going age in the country. Provision of educational facilities continued to be free throughout the public system. No parent or guardian was called upon to pay any tuition fee for the education that his or her child receives at any level of the educational system. Those were the times in Ghana that university students were treated as first born babies and provided with almost everything, including even pocket money, just to ensure that the needed psychological and physiological comfort was obtained for smooth scholarly work. The interest of the government at the time was to ensure that money never became a hindrance to any individual’s access to school education. Article 39 (2) of the 1992 constitution entitled every child of school-going age in Ghana to a balanced and broadly based curriculum which promised to promote the spiritual, moral, cultural, mental and

physical development of pupils at the school and of society. It also aimed to prepare pupils for the opportunities, responsibilities and experiences of adult life.

The FCUBE (Free Compulsory Universal Basic Education) initiative was the Ministry of Education's response to a constitutionally mandated charge arising from Article 39 (2) of the 1992 constitution of the fourth Republic of Ghana. Article 25(1) and (2) page 24: of the same constitution states that "all persons shall have the right to equal educational opportunities and facilities..." There are some other declarations from other international conference such as the international conference on population and Development (ICPD) Programme of action; the millennium Development Goals document; the Ghana Poverty Reduction Strategy reports among others are all in solid support of education for children. The children Act (1998, Act 560 of Ghana) 8(1) states that "No persons shall deprive a child access to education, immunization, adequate diet, clothing, shelter, medical attention or any other thing required for his development".

Since independence various governments of Ghana have made several policies of education to increase access and participation, an example is Doctor Kwame Nkrumah's Accelerated Development Plan of 1961. In this plan a lot of schools were put up and children were made to go to school without paying any fees. In an attempt to add to the provision of quality Basic Education, the government of Ghana formulated and enshrined in the 1992 Constitution the FCUBE, in response to the millennium development Goals (MDG's) which mandated all governments to, among other issues, provide free access to basic education by 2015. In Ghana, governments over the years have introduced

policies and regulations, especially at the basic level, to improve the environment for teaching and learning.

Other social interventions were also put in place such as the ‘NEPAD school feeding programme’ and the ‘capitation grant’. The Capitation grant scheme introduced at the beginning of the 2005/2006 academic year for all public basic schools aims at alleviating the financial burden being one of the main problems (reasons) that deter particularly the poorest parents from sending their children to school. Even though under the FCUBE programme, Basic education is supposed to be free, some levies charged by schools serve as financial barrier to access basic education. The ‘school feeding programme’, although not a nationwide exercise yet, helps to motivate more parents to enrol their children in public schools.

Even with the implementation of the pragmatic policies, the country is still far away from attaining universal participation and access to education and achieving the objective of the FCUBE. For primary education for instance, the net primary enrolment (1992-2002) in West and Central Africa stood at 53% children enrolled (state of the world’s children, 2004). In the 2000 millennium, Ghana’s population stood at nearly 20 million, with schools enrolments put at the following: primary school 2,560,880, J.S.S 883,019; S.S.S 204,627; and teacher Education 4,970; a total of about 3,603,496. Today, the total number of students/pupils in pre-university institution in Ghana alone is nearing 4 million (getting close to the country’s population of the early 1950s), G.E.S. Statistics May, 2009.

It is thus apparent that there are a number of challenges facing the basic education system in Ghana. First, there is a chronic lack of resources; the government has been unable to ensure the total supply of basic education materials (chalk, exercise books and text books) for many schools despite available donor funds (M.O.E., 1996; DFID/M.O.E., 1998). In addition, teaching and learning materials such as text books, teacher's guides and syllabuses are inadequate to meet the needs of teachers and pupil's alike.

Secondly, there is a lack of staff of the right calibre and insufficient quantities. Also, the system of teacher training is under criticism for admitting students with poor Senior High School leaving results. These trainees arguably also lack the motivation, innovation, commitment and aptitude for teaching (Antwi, 1991). Further pedagogical issues, such as the quality and nature of instructional delivery by most basic school teachers is viewed as non-interactive, encouraging pupils to learn by rote alone.

Thus, even in 2003, it was considered that basic education in Ghana is in the midst of a drastic decline in standard, in terms of quantity and quality (USAID/ M.O.E., 1996; Avotri, 1999). The pedagogical changes facing teachers, particularly those in rural areas, are complicated by difficulties relating to the medium of instruction to be used for minority language groups, shortage of appropriate learning materials and lack of professional training among teachers (Scalding, 1989).

Upon the numerous efforts by the Government of Ghana to improve quality basic education delivery so as to achieve a middle income level status by

2015 as stated in documents such as the Growth and Poverty Reduction Strategy paper (11) as well as meet the Education for All (E.F.A) and the Millennium Development Goals by 2015, the stark reality is that the current educational system has not reflected significant improvement. The issue of quality has even worsened with the introduction of the Capitation Grant and national school feeding programme which have, to a greater extent, helped to increase enrolment considerably without a corresponding increase in the supply of adequate teaching and learning materials, school infrastructure, qualified and well-motivated teachers. The world is progressing with a speed that demands that nations develop human resource to enable them travel with the trends. A solid education system is the pathway that will lead nations to success.

In spite of the fact that Ghana's education system has come far, the increasing challenges of the twenty-first century demand that parents and pupils who are the individual beneficiaries of the education provide quality support to help the Ghana government and other stakeholders to deliver quality basic education in the country. This would make basic education more responsive to national goals and individual aspirations as well as global demands.

Providing Education involves a myriad of resources all of which cost money. Ghana government expenditure on education is very high; it takes a greater portion of budgetary estimates for each year. It will interest you to note that, over the past several years, the government of Ghana has been allocating about 40 percent of the national budget to education. This percentage is quite appreciable considering the fact that there are over twenty (20) sectors in the

economy (roads, highways, works and housing, agriculture, health, mining, defence, external affairs, and interior) all of which require funding from the government. Note that a sizeable portion of the 40 percent allocation goes into the provision of basic education. Expenditure on basic education (J.S.S.) in 2006 was GH¢ 159,921,600; it rose to GH¢ 206,990,933 in 2007; then GH¢ 290,776,264 (G.E.S., 2008). This seemingly large budgetary allocation made to education is still inadequate.

Education is considered to be both private and social good in the sense that it benefits the individual as well as the nation as a whole. The question of whether the government alone should bear the cost of basic education comes to the fore.

Even though, the constitution has made it an obligation for the government to discharge, this educational responsibility the government of Ghana's effort in providing quality formal education (from pre-school to tertiary level) however became threatened and cannot keep up with the rising demands of the fast growing population of children. As a result, unemployment and illiteracy affects a greater portion of the adult population in most towns especially in the rural areas. An overwhelming percentage of Ghanaians are not able to better appreciate their environment and to increase it for the betterment of themselves and societal gains.

As donor support to education remains below targets and budgetary allocations to education have remained comparatively below established norms, overall progress in education generally continues to lag far behind in relation to most of the developed nations. In this vein, there is therefore the need for parents

to complement the efforts of government and other stake holders to provide quality basic education to the child. Parents who relent in their efforts to support their children's basic education do so at their own peril.

As the population of Ghanaians increased and the national way of life became more complex, it becomes no longer feasible to expect full national sponsorship of education. It is an established fact that government's resources cannot be stretched to reach every citizen adequately. In fact, the teacher is the hub around which the educational activities revolve. There is no denying the fact that school is essentially a co-operative enterprise, in which every member of the society big or small, high or low has a vital role to play. The success of the child to accomplish the goals of completing school depends upon the ability of the parent to support the teacher's effort in training the child.

The point to note is that, though the central government accepts its constitutional obligation to provide education to all Ghanaians, until and unless the general economic climate improves, it will be impossible for the central government to fully sponsor basic education. The government is incapable of meeting this demand considering other important social services such as health, agriculture, housing and roads which it is also obligated to provide. A way out then is for individual beneficiaries of education- pupils and parents to at least pay for certain needs such as textbooks, stationery and school uniform.

The act of bringing up the child is the responsibility of both parents in the nuclear family in Ghana. A parent solely provides his or her children with the basic needs, emotional support, and psychological, economic and other

educational support. There may, however, be some help from the extended family members and friends.

The contemporary Ghanaian family consists of a husband and a wife raising biological children with the husband serving as the major provider (breadwinner) and the wife supporting. It is the hope or desire of every parent to see his or her ward doing well in all aspects of life and growing to be responsible adults. It is an undeniable fact that, parents have some contributions to make towards the educational development of their children. Parental involvement has some influence on the child's educational development and school achievement.

In sum, parental contributions can take the form of helping children to do their home work, reading textbooks, paying their fees (if any) and other levies regularly; discussing their school related problems with them; organizing special classes for them; ensuring that they go to school; visiting their schools to find out about their progress; attending Parent-Teacher Association meetings; interacting frequently with their teachers and counselling them. Parents, who fail to support in this regard, should in no doubt, be surprised to see arising acts of streetism, teenage pregnancy, school dropouts, rape cases, drug abuse, armed robbery, youth unemployment and other social deviant behaviours.

At the moment even when the Government pays for tuition, many parents are unable to meet the cost of other items needed by the children. The truth that needs to be accepted by parents or guardians as noted already in this study is that, in modern times, it is unrealistic to expect the government to pay or

sponsor fully for quality basic education at the level it was able to do in the 1950's and 1960's .

Statement of the Problem

Most people who are concerned with the future of education over the world-political leaders, administrators, teachers, parents, students, and other citizens– are asking many pertinent questions today about the quality of basic education – amidst scarce resources. The researcher is interested in the subject matter because contemporary educational development thinking is that parental contribution will lead to higher achievement of quality education at the basic level.

In the light of this thinking, the government of Ghana, through the ministry of Education and the Ghana Education Service, ordered the establishment of School Management Committee and Parents-Teacher Association in all basic schools so as to encourage parental contribution.

Information available to the researcher from the Greater Accra Regional and Dodowa District Directorates of education indicates that, the trend of the overall performance of basic school students in the District over the years is a source of worry to those who have the interest of children at heart, since the result does not portray a positive step towards the total development of children. Dodowa Circuit of the Dangme West is endowed with good infrastructural facilities which include good buildings and libraries. Most of the teachers in the basic schools in this circuit are graduate professionals and Diplomates. Schools are located in major towns and cities and at vantage points for easy access by pupils/ students. The

District Education office is located in this circuit with good oversight supervision. A further analysis of the available statistics from the G.E.S. office however indicates that, there are high cases of teenage pregnancy, school drop-out, and poor BECE performance among others. Assessment conducted by the Ghana Education Service-such as the school education assessment, national education assessment and assessment for improving learning by the centre for performance also gives the indication. The District percentage of basic education certificate results over the past 10 years ranges between 44.20% to 56.99% maximum for the period 2001-2008 (G.E.S. Dodowa, 2009). The inability of the children to obtain the desired academic performance perhaps cannot be blamed on the government, teachers, and educational administrators alone. Other factors might also be responsible. One wonders whether parents are contributing enough to the educational development of their children. It is against this background that this study has become necessary to assess parental contribution towards the educational development of basic school pupils in Ghana.

Purpose of the Study

The principal concern of this research is to investigate the contribution parents in the Dodowa circuit of the Dangme West District make towards the educational development of their children.

Objective of the Study

The study has as its main objectives the following:

1. To examine the perception of parents on the contribution they make towards the educational development of basic school pupils.

2. To find out the kind of support parents give,
3. And identify the challenges they face which tend to influence their contribution towards the educational development of basic school pupils in the Dodowa circuit of the Dangme West district in the Greater Accra Region.

Research Questions

The main questions that the research seeks to answer are as follows:

1. What major contributions do parents make towards the educational development of their children?
2. What perceptions do parents have of their role towards contributing to educational development of their children?
3. What challenges do parents face in contributing to educational development of basic school pupils?
4. What perceptions do teachers have of the contributions parents make towards the educational development of basic school pupils?

Significance of the Study

The findings of the research mainly add to literature the kind of contribution parents make and challenges they face. It would help the Ghana Education Service, teachers and curriculum planner's to draw up good, lasting and suitable educational policies; it would also aid educational administrators to appreciate parental contribution and to institute strategies to improve the participation of parents and also help them to put more efforts in areas where their support seems minimal and lacking; it would additionally enable Non-

Governmental Organizations, international Donors, and other foundations to assist parents contribute greatly towards children's educational development. Most NGO's and donor agencies such as world vision, Netherlands development organization, JICA, are now directing a large portion of funds to community development including school support. This study would give them a fair view of parental perceptions of their role towards contributing to educational development, challenges they face and to come out with an accurate and genuine needs assessment in order to know which specific areas to offer assistance.

Further, it would serve as a wake-up call for parents to be aware of the part they have to play in the mammoth task of the provision of quality education to the child. Parent-teacher associations and school management committees would get to know some of the specific supports parents can make, challenges they face in their participation and to help them to be up to the task. Finally, it would provide evidence for further studies.

Delimitation

The scope and boundaries of this research covers the perceptions parents have, the contributions they make and the challenges they face of their role towards supporting educational development of basic school pupils. The research will assess parent's contribution in areas such as: paying official fees / levies; paying P.T.A. contributions; paying development levies; building projects such as houses for teachers; parents may also give their time and skills to a range of activities; paying teachers for additional lessons, special duties and general welfare; paying for resources, such as text books, exercise books and utility

materials, school uniforms, desks and chairs, library and sports contributions; and paying for the children's welfare, such as transport money, school meals and caution money. The research setting was limited to basic schools in the Dodowa Circuit of the Dangme West District in the Greater Accra Region.

Limitation of Study

Ideally research of this nature should have covered majority of parents in the communities in the circuit if not all. However, limited time, finance and transportation problems limited the researcher to study only a sample parents.

Furthermore, due to lack of co-operation from some respondents, and the cosmopolitan nature of the district, the researcher had it very difficult interacting with the entire target groups particularly the illiterates in the selected area of the study. There was no interview schedule as well. There was particularly language barrier since some of the parents only speak Dangme. It favoured mostly the literate parents.

Due to the nature of the instruments thus the use of only close ended items, an opportunity to collect additional information from respondents was not possible. All these are likely to affect conclusions drawn from the study.

Organization of the Study

The study is divided into five main chapters: Chapter one deals with the introduction to the study which includes background of the study; statement of the problem; objective of the study; significant of the study; research questions; delimitation and limitation of the study; and organization of the study. Chapter two also focuses on review of available literature. Ideas of researchers who have

written on related topics are reviewed. Chapter three discusses the methodology of the study and the research design which includes the design, population, sample size, sampling procedure, research instrument, data collection techniques, data analysis procedures and validation of instrument.

Further, chapter four comprises the results and discursion of the findings, and finally, chapter five constitutes the summary, conclusion and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This research seeks to investigate contributions parents make towards educational development of basic school pupils, perceptions they have of their role and some challenges they face in contributing towards educational development of children. The researcher is interested in the subject matter because contemporary educational development thinking is that parents and community participation or involvement in education will lead to higher achievement of quality education at the basic level .In this chapter, some relevant periodicals, abstracts, books, theories, existing research reports, and other related literatures shall be reviewed to provide an appropriate frame of reference for the study.

This chapter is divided into two major aspects: Theoretical and Empirical review. Areas that are covered include the following sub-headings: aims and objectives of basic education in Ghana; role of the family; ways parents contribute towards the educational development of children; community participation/involvement in school activities; influence of environment and parent's socio-economic status on children's educational development; parents interest, attitude and motivation; influence of sibling size on educational development; and divorce, step, parenting and single parenting.

Aims and objectives of basic education in Ghana

There are three (3) main levels of education in Ghana. This includes the first cycle, second cycle and tertiary, respectively. Primary education being the basis for the rest of the educational system has the following as its objectives: numeracy and literacy i.e. the ability to count, use numbers, read ,write, and communicate effectively ; laying foundation for inquiry and creativity ; development of sound moral attitudes and a healthy appreciation of cultural heritage and identity ; development of the ability to preserve and adapt constructively to a changing environment ; laying the foundation for the development of manipulative and life skills that will prepare the individual pupil to function effectively to his own advantage as well as that of his community and inculcating good citizenship education as a basis for effective participation in national development (M.O.E., 1994).

The junior High school (J.H.S.) curriculum has been designed also to provide opportunities for pupils to acquire basic pre-technical, pre-vocational, knowledge in information and communication technology, and skills that will enable them to : discover their aptitudes and potentialities and induce in them the desire for self-improvement; appreciate the use of the hand as well as the mind and make them creative and production oriented ; inculcating in the child the value of hard work ; and to understand their environment and make them eager to contribute towards its survival and development. The following diagram in figure

1. summarizes the main objectives of basic education in Ghana: Figure 1 gives the summary of the importance of basic education in Ghana.

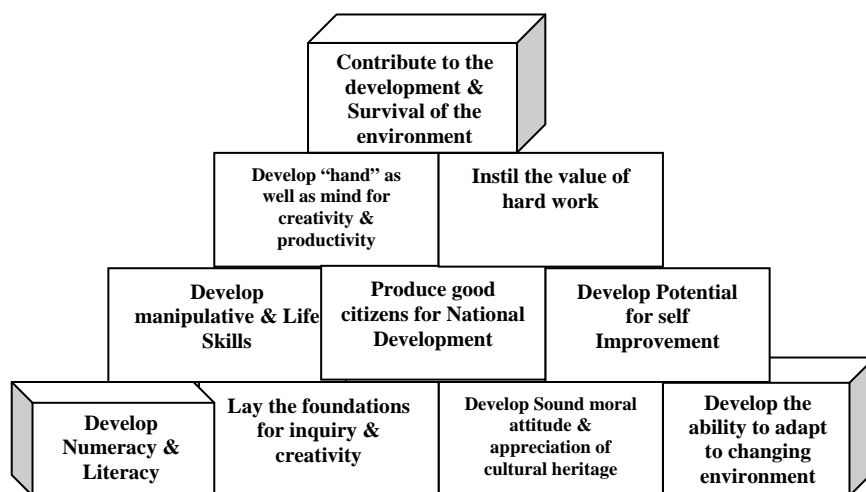


Figure 1. The aims and objectives of basic education in Ghana

(Source: M.O.E., Headteachers handbook, 1994).

It is concluded that for the aims to be achieved all stakeholders should play their active role. Government should not be the main contributor to the delivery of basic education. For quality education to be achieved, individual beneficiaries through their parents or guardians should contribute their lot to supplement government effort to help meet any available funding gap.

Role of the family/parents

Asamoah-Addo (2001) writing on the role of parents in providing Education for the Ghanaian child posits that parents should provide: the child with the basic school materials such as uniforms, bags and stationery needed by their children for their school; well balanced diet to their children to ensure their proper

physical and mental development so that they can cope with school work; shelter and enabling home condition, which may be supportive of school work; children with the requisite psychological needs of love and security to enable them attend to their school activities with the right mental disposition; and they should pay user fees and other extra fees that are charged in the school for effective teaching and learning.

Parents (and the home) can also provide social and moral education by inculcating into the child, some acceptable moral and social values such as:

1. Language learning including the polite, disciplined and respectful use of language,
2. Learning gender based rules and recognition or acceptance of family status,
3. Learning good social and moral behaviour including humility, honesty, greetings and other etiquette,
4. The learning of culture,
5. Obedience to elders and authority,
6. Care for other people and co-operative behaviour,
7. Personal hygiene and environmental cleanliness,
8. Some vocational leisure skills and habits (Asamoah-Addo, 2001).

Parents are, of course the attachment figures for their dependent children. Unlike the relationship with a partner, the relationship with the child is asymmetrical, more effort and commitment is expected from the parent towards the educational development of the child. This new form of responsibility can be

very stressful and has implications for how parent adapt to these new roles, demand and the quality of their interactions with the child.

In contemporary Ghana, the idea of parenting is not restricted to only parents, but the whole family (both the extended and nuclear) and others as guardians. To help the children in their efforts at developing self concept and identity, parents (mentors, older, and more experienced others), must guide and direct them. The child needs the help of many generalized others, significantly to achieve their dream in future. Mentors can take a formal role in guidance, direction, emotion and helping novices to define their dreams. Alternatively, a mentor's role may be informal, providing an advisory and emotionally supportive function as a parent does (Richards, 1987).

The family can be described as one of the oldest and most common human institution. Thus since pre historic time, the family has been an important organization in society. Children are essential to the idea of family. One function of the family therefore is to meet emotional, educational, economic, political and social needs of the members. The home is the 'axes' of family activities. Children learn certain basic social skills at home. These include how to talk and get along with others. Health and safety habits are also learnt there. A family's home life is influenced by the members who live in the home and by the roles each member plays. Absence of the roles that need to be played by key members of the family such as the father and mother, can affect children in every aspect of their lives including their educational development.

(Act 560), the children's Act, 1998 of Ghana article 6 clauses 1, 2 and 3 has it that, no parent shall deprive a child his welfare; Every child has the right to life, dignity, respect, leisure, liberty, health, education and shelter from his parents; every parent has rights and responsibilities whether imposed by law or otherwise towards his child". Every society has a way of categorizing its members. For some societies, gender, birth order, colour etc. are the marks that determine a person's class. Other societies classify their members according to achievement of status that is the family's education, occupation, income or place of residence.

A lot of studies exist on the values and aspirations of social class in changing children's behaviour and attitudes towards educational development. Social class groups have different behaviour pattern, expectation which influence the way they train their children. Upper and middle class parents, being better educated values education as a stepping stone to future success and therefore put a lot of pressure and give the necessary support to make their children make good grades at the school. The lower class parents unlike the upper and middle class parents grow up to regard school as a waste of time.

Children who come from 'educogenic' families usually do well in school since parents put pressure on them to take their studies seriously. Educogenic family (home) has a positive attitude towards education, every effort would be made by such home to provide the children with all the materials they would need in their education. Such parents for instance, supervise their children in doing

home work, ensure they go to school regularly and in some cases, special classes are arranged for them to supplement whatever they learn in school.

The environment in which an individual is brought up influences his educational development, attainment and intellectual development to a large extent. In an ideal world, all parents would provide consistent and loving guidance and training for their children. They would talk to them, read to them, eat with them, and understand them.

Most parents today primarily care about their children's academic success. As long as their children study, other things have become secondary, or do not even matter, at home'. Countless parents work hard to provide their children with living conditions and educational opportunities that they themselves lacked.

Higher I.Q. in children has been linked to:

1. Parental provision of appropriate play material.
2. Active parental involvement with the child.
3. The extent of home organization and safety (Bradley & Caldwell, 1976).

Stimulating Child-rearing styles are clearly tied to the development of measured intelligence. The lower I.Qs. of some children have been explained in terms of thwarted curiosity, an under-developed attention span, and a general mistrust of adults (Morris, 1988).

Teachers (and students' parents) must walk a thin line between providing the necessary support and encouragement for students to face "the great battle of life" on one hand and the equal necessity of keeping their feet securely planted in reality on the other (Harter, 1993). In an early study using the Human Relation

Area Files, Whiting and Child (1953) argued that child-rearing is identical the world over 'in that it is found always to be concerned with certain universal problems of behaviour'. However, they also argued that in other respects, child-rearing practices differ from one society to another.

According to Barry, Child, and Bacon (1959), six central dimensions of child rearing are common to all societies: obedience training- the degree to which children are trained to obey adults; responsibility training- the degree to which children are trained to take responsibility for subsistence or household tasks; nurturance training- the degree to which children are trained to care for and help younger siblings and other dependent people; achievement training- the degree to which children are trained to strive towards standards of excellence in performance; self - reliance training- training children to take care of themselves and be independent; and general independence training- the degree to which children are trained (beyond self-reliance) toward freedom from control, domination and supervision.

There are several child-rearing styles used by parents. Those using too much or little power does not seem to be as effective as that which exercises neither too much nor too little power. Parenting style is influenced by the child's biological organization, marital discord and parental personality.

To sum up, the role of the family and parents in contributing towards educational development of children are enormous. Some basic role of the parents which has been broadly categorized includes providing educational needs; complementing the efforts of teachers; creating enabling condition for children at

home for their studies; providing social and moral education; serving as attachment figures for dependent children and providing advisory and emotional supportive function as mentors.

Ways Parents can contribute towards the Educational Development of Children

List of ways parents can contribute towards the educational development of school pupils or students probably includes; paying official tuition fees, paying P.T.A. contributions; paying a specific fee for a building project such as homes for teachers; parents may also give their time and skills to a range of activities from building work to coaching at sports; paying teachers for additional lessons and coaching, special duties, general welfare; paying for resources(such as textbooks, exercise books and writing materials, school uniforms, desks and chairs) , library and sports contributions; and paying for the children's welfare- such as transport money, school meals, caution money (Commonwealth Secretariat, 1993).

By way of enhancing children educational development, parents' and guardians can do the following ten tasks:

1. Supervising their children and helping them do home work;
2. Encouraging them to read books and newspapers;
3. Paying their school fees, textbooks fees and other levies;
4. Discussing their school related problems with them;
5. Motivating them to learn;
6. Ensuring that children go to school regularly;
7. Providing pocket monies, food, books etc;

8. Visiting their schools to assess their performance, and
9. Attending Parent – Teacher Association meetings, speech days, open days (Coleman, 1987).

Parents supervising their children, helping them do homework and spending quality time are forces outside the classroom that influences and promotes pupil's learning. The school and the parents or guardians need to work closely together for each other's benefit and finally for the benefit of the pupils.

Parental contribution towards the provision of education is evident at all levels of educational sector. In spite of the FCUBE policy of free basic education in Ghana, parents are required to make some financial contributions towards the school's development. These include fees proposed by bodies such as the School Management Committee (SMCs); District Assemblies; Town Development Committees; Parent -Teacher Association (PTAs) as well as fees approved by the Ghana Education Service (GES). These fees include textbook user fees; sports fees, cost of school uniforms; cost of desks and chairs; cost of exercise books or pens, pencils mathematical sets, erasers etc. At the junior high and senior high Schools, parents also pay fees towards extra classes organized by teachers etc. In addition to all these, parents bear the cost of feeding, transportation, health, entertainment and in some cases rent charges related to their children education at all levels of the educational system (Arko–Boham, 2009).

Education, at all levels, plays a major role in the socio-economic advancement of developing Countries. It is through education that a nation's

young ones are equipped with the knowledge, skills, and attitudes necessary for their active participation in the nation's developmental programs.

Today, the Central Government is sharing further, educational financing with the community, the parents, and the pupils / student more equitably on the following basis:

1. Parents are responsible for the feeding of their wards and provision of school uniforms.
2. Communities and parents in the form of P.T.As are encouraged to provide buildings, furniture and maintenance works (Source: Headteachers guide, p.100)

Under the FCUBE policy in Ghana Education Service it is necessary we know that some cost elements of basic education will be free and direct beneficiaries of education (e.g. parents, students, District Assemblies, private and para-statal corporative institutions) to bear other cost, since the government cannot take all the cost. Fees and levies (subject to approval from the government) may be imposed on pupils, parent-teachers association and committees for purposes such as raising fund for school projects. In addition, the pupil's meals/food and means of transportation to and from the school shall be the responsibility of the parents. Further, cost of stationery will be borne by parents in both private and public school.

It must be noted that, to achieve quality education (teaching and learning) and improve efficiency, some elements of education cannot be free. In other words, there cannot be completely free education for all, considering the budgetary income and expenditure of the government.

To conclude, from the number of studies reviewed, parents can specifically contribute to the educational development of the child by supporting the nation's effort in educational delivery, supplementing schools efforts by supervising the children to do home work; providing the children with meals, uniforms, pocket money for miscellaneous items; paying parent teacher association (P.T.A.) levies for developing the schools, paying for some resources such as (textbooks, library books, desks, writing materials); and for cost of remedial teaching.

Community participation in school activities

Parents can also contribute to the provision of education basically through organized groups such as the Parent–Teacher Association (PTA) or the School Management Committees (SMCs).

“Community participation may be explained as the involvement of the community (which may be defined in terms of individual's structures, groups or organization residing within the school community) in the educational programs and activities of the schools in the community within the framework of the national development program...” (Baku, 1999).

Arguments in favour of community contribution towards the educational development of basic school pupils and the management of school have included the following:

1. That the process keeps parents and guardians abreast with trends and problems of the schools and makes them sympathetic to any financial demands that might be made by the authorities.

2. It ensures collective decision making which enables parents know about decisions taken regarding their children's education and thus greater commitment towards achievement of set goals.
3. Moreover, parents or outsiders are better placed to guide the path towards the achievement of set goals, 'he that is cutting the path cannot tell if it is straight or not'.
4. Finally, the education of a ward is generally held to go beyond classroom activity. Parents have to supplement any stuff learnt at school with appropriate training and counselling at home.

The need for Community participation

According to Baku (1999) it is sometimes argued that there is no constitutional justification in Ghana for the participation of communities in education provision. Such arguments, he argued, are based on the fact that the Ghanaian constitution guarantees the right to basic education to every Ghanaian child. The government, according to this school of thought, has a responsibility to use public funds to fulfil this right of the child. Community participation (parental contribution) is therefore seen as a deliberate effort by central government to evade its constitutional responsibility to Ghanaian children.

Many others, argued Baku (1999), do understand the limitations of the central government in any hope to solely provide quality education to all children of school- going age. Baku further indicated that the truth of the matter is that, the education industry is such that the central government alone cannot shoulder the responsibility and fully satisfy the need for universal access as well as quality.

The two needs become highly competitive where the resources available to the system are scarce. This is unfortunately the case in Ghana. He continues his argument by stating that since 1987 government has been allocating substantial portions of its recurrent budget to the education sector. 'Between 1991 and 1992, for instance, education's share of the national recurrent budget rose steeply from 32% of the total budget to 36% and was supplemented by donor/foreign assistance'. Yet, this was still found to be grossly inadequate to meet the requisite needs to provide quality basic education for all. This meant that alternative supplementary funding for education was required (Baku, 1999).

It could be adduced that, the communities in their varied organizational units hold a very high prospect of sustainable supplementary funding for education. If nothing at all, some of the structures of the community, such as parents, have a moral duty to assist in the education of the children they have brought into this world.

Extent of Community Participation

The involvement of the communities in the activities of the school may be categorized broadly into two forms: the 'traditional' and the 'emerging or shifting'. The traditional forms predate the 1987 educational reforms. These forms include communal labour by the community to provide some needed infrastructure for the school, payment of various fees and levies by parents, and the provision or identification of residential accommodation for newly posted teacher. Others in this category includes free offer of private rooms to be used as stores or even classroom, attendance of Parent-Teacher Association meeting,

other school functions, and provision of school uniforms and stationary for wards (Baku,1999).

The emerging or shifting forms of participation are relatively new and form an integral part of the reform program. The new orientation is that parents in the communities as major stakeholders in education have a right to participate in the activities and decisions affecting not only the management of the schools, but also those affecting the school curriculum. Arising from these orientation are such forms as parents involvement in management through the School Management Committees (SMCs), their involvement in the curriculum development process through stakeholders conferences on curriculum innovations and their involvement in the actual classroom teaching as resource persons. Also, included are supervision and monitoring of pupils studies at home and community motivation of teachers for more effective teaching. Parents would observe that teachers these days insist that they sign under their wards homework to certify that their wards did their homework themselves (Baku, 1999).

In contemporary world, it is clear that the provision of public education by 'specialized agencies' has not by any means 'stripped' the family of its educative functions; it has in fact increased the nature and the extent of these functions. The family is drawn more intimately into the network of educational institutions than ever before, and has to meet new demands and new responsibilities in this sphere'. As the provisions of wider agencies have been increased, the functions of the family have not been diminished, but have themselves been correspondingly extended. The wider provisions from other stakeholders are additional...and have

not superseded functions of the family; they have positively added to the expectations which society has of the family.

To conclude, community participatory initiatives may be grouped into three kinds: the mobilization of the community based on a felt need by people or a group who can be regarded as the opinion leaders in the community; participatory initiative based on the spell of government policy such as the ministry of education demanding of each school community to provide work shop for a school and also participation based on a spell of an NGO designed initiative with the objective of motivating community participation. The United State Agency for International Development (USAID) equity improvement programme (EPI) and the community school alliance programme, JICA, Global Channel are examples of externally motivated participation.

The role of the Parent-Teacher Association

The role of P.T.A. towards the educational development of basic school pupils is immense. The idea of P.T.A. has now caught up well with both parents and school administrators. P.T.A. is an association of all parents and guardians of the pupils of a given (basic) school as well as teachers in that school for the purpose of improving the education, health (sanitation) and safety of the pupils. It may also include anybody who is interested in promoting the welfare of children.

According to the Ghana Education Service, the aims of P.T.A. are:

1. To forge strong links between the home, the school and the community.
2. To bring together parents and school authorities to work jointly for the development of the child and the school.

3. To assist in fund raising activities to provide some basic needs like furniture; sports equipment; library books, etc. to supplement schools' requirement.

P.T.A. encourages cooperation between parents and teachers; makes parents feel that the school belongs to them; PTA generates community support; they promote the welfare of the children and the school as a whole. They also help to solve problems of pupils, teachers and parents and PTA often increases pupil enrolment (G.E.S., 2008).

It could be deduced from the foregoing that increasingly, children have become an object of respect, a special creature with a different need, which requires separation and protection from the world. The organization of education takes place around the school, with participation of parents and communities. Several Districts in Ghana have undertaken school mapping and parents participate in monitoring girls' attendance (UNICEF, 2003).

The school is part of the general organization of a town or village and whatever goes on at school affects the community for example, when the children pass well in an examination, everyone shares in their achievement. On the other hand, when the examination results of the school are poor, some people express their anger, sometimes by means of verbal attacks on the teachers. School Performance Appraisal Meeting (SPAM) is organized for a thorough assessment of the school's performance between teachers G.E.S. staff and parents. On this note it is important therefore for the community to co-operate with the school. The school will benefit a great deal if there is such a good relationship with

people. Some of the individuals or organizations with whom the school should cooperate with includes: parents or guardians, parent-teacher association, town development committees, religious bodies, Non-Governmental organizations, association of past pupils, chiefs and the school management committee. Figure 2 shows the role or purpose of the P.T.A. as presented in the G.E.S., Headteachers handbook.

The purpose of PTA

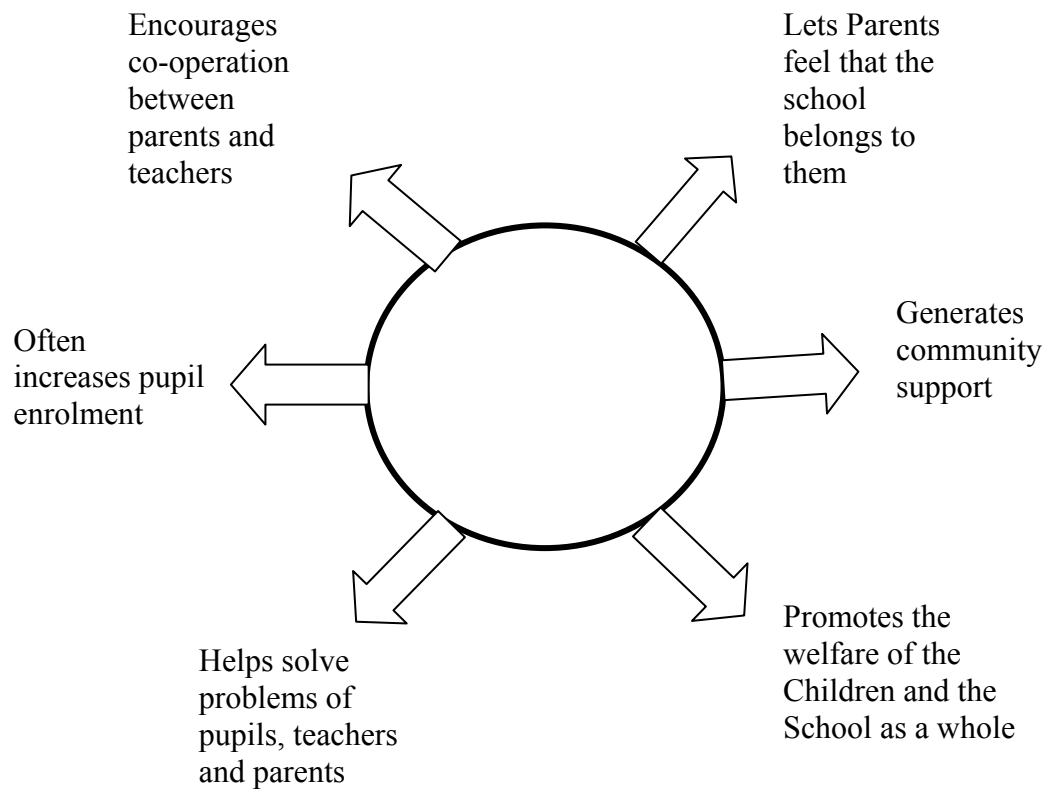


Figure 2: the purpose of P.T.A. (M.O.E Headteachers' Handbook, 1994).

In addition, parents will get to know the achievements the school made for the previous years, specific needs of the school, problems facing the school and possible solutions, and the schools future plans. Through the PTA, the school can get some local resource persons to teach some subjects on the curriculum which

teachers cannot handle completely such as cultural studies, the PTA may also provide materials and labour to repair school buildings or furniture. Parents can also serve on various committees in the school such as sports, singing and discipline.

Factors that account for parent's ability or inability to make substantial contribution towards the educational development of basic school pupils

A study conducted into the area of parents' participation Baku, (1999) is indicative of the fact that community participation exists in every school in one form or the other at varying levels. These studies have also revealed that the P.T.A. is the most patronizing organ in the community for parental contribution. These studies according to Baku, had identified the following as some of the factors that influence participation: disposition of the community towards the concept, motivation, types of leadership, level of enlightenment of members of the community, availability of basic organizational structures, unity and peace within the community, and the nature of communication link that exists between the school and the community (Baku, 1999). Other factors that directly or indirectly affect the educational development of pupils include environment and parent socio-economic status, parents' attitudes, divorce and sibling size.

Environments and Parents Socio-Economic Status

Environment refers to the surroundings; it includes not only the place in which the child lives, but also the people with whom he/she comes in contact. A good environment will enable the individual to reach the limits imposed by heredity. Every child inherits certain capacities of growth. The way in which these

capacities develop is influenced by the opportunities afforded by the environment. The environment influences the speed with which the child develops. The environment shapes the individual's development. An unstimulating environment may prevent a good intelligence from maturing. In contrast,

Farrant (1994) says that if children do not accept their elders' values, it is because the older generation has failed to convince them of their values. Children often do not accept values of an older generation. This behaviour creates conflicts between children and their elders. These conflicts sometimes cause friction in school. From the foregoing, parents have a responsibility to cooperate with teachers in bringing children up.

Environmental factors influence the education of children. The background of the child goes a long way to create a favourable or an adverse pre-school learning condition for the child. Poverty of environment at an early age results in a standing of the learning process which is irretrievable, and which cannot be compensated by a later achievement of the environment. Fraser (1948) also was of the opinion that parents who are themselves intelligent and well-educated and who provide the child with a favourable environment, are also likely to encourage the child to develop keen interest similar to their own and to motivate him or her to do well at school. This further means that, such parents are likely to succinctly put their interest in children's school work and to help them with it, and success on their part is likely to be rewarded by approval being expressed verbally or otherwise (Fraser, 1948).

Skeel (1966), in another development, has shown that only when children are removed at an early age from an inferior background to an enriched nursery school environment would there be a considerable increase in their intelligent quotients, the amount of the increase depending on the duration of their stay in the nursery school and on the age at which the transfer takes place; the earlier the transfer and the longer the stay, the greater the increase in intelligent quotient.

Researches by various scholars attest to the fact that there is a direct correlation between the socio-economic status of parent's and their children education. A hungry child would not be ready to listen to the teacher even to the extent of contributing. This child in simple terms is not interested at that moment in whatever the teacher teaches.

A survey conducted by the researcher in some selected basic schools in the Dodowa circuit in the Dangme West District showed that children/student who could not get money for break were dull after the break period while those who had money to buy something to eat during the break were highly refreshed after break period, seemed to contribute immensely to all class activities. It was observed further that, it takes the very brilliant poor student to be active, even that, there will still be more room for improvement for such students. Those who eventually leave school from poorer and poorly educated parents, do less homework and absent more, have lower grades and test scores, and pose a greater share of the schools discipline problems.

Graham (1964) contends that, lower class parents like the middle class counter parts are ambitious for their children and want them to have better

education than they (parents) had. But unlike the middle class parents they lack the knowledge they need in order to give children social, academic and vocational training due to their low level of education. She continued that due to the poor education these parents have, they find it difficult to provide cultural advantages for their children. They also do not know how to motivate their children's interest in school work. The more highly educated the parents, the more likely they are to serve as positive role models. Such parents influence their children's aspiration for advanced schooling. They spend more quality time with their children. They actively increase the academic abilities and opportunity of their children because higher social-economic status families usually live in more affluent communities with their better financed schools. The children from these families are likely to have supportive, rewarding educational experiences.

Agyeman (1993) said it is true to say that poverty negatively affects the chances of success of a child in school. For a child who is constantly hungry, will find difficulty in giving full attention to a lesson in the classroom and again if a child observes that his or her parents or older siblings are either unemployed or in poorly paid jobs he/she is likely to develop negative attitudes towards schooling. It is concluded that the middle and upper socio-economic families provide a congenial learning background and atmosphere for their children by providing them with toys, books writing materials and other educational facilities.

Extreme poverty of the environment leads to a progressive deterioration of academic ability. In many third World Countries including Ghana, poverty has been and would continue to be major drawback in the education of many children.

There is therefore a relationship between poverty and the physical and mental development of children.

Pecku (1991) points out that students have educational needs; physiological and psychological needs which need to be satisfied adequately for good performance in school. He however, emphasized that to be able to satisfy these needs, one has to be financially sound. He listed some of the needs as food, water, shelter, air, library and information media facilities.

Despite the supposed Free Compulsory Universal Basic Education (FCUBE) in Ghana parents have to be financially sound to be able to pay for items such as extra classes, pocket money, uniforms and footwear among others. If the financial status of parents cannot meet these needs, it affects the child's performance even with the introduction of the 'Capitation Grant' and 'School Feeding Programme'.

There is a consistent evidence that, different social classes have somewhat different ways of life, different behaviours, different goals and expectations. The Middle and Upper social classes provide congenial learning atmosphere for their children at home through the provision of cultural capitals, educational toys, books, pictures, musical instruments, and computers.

From the discussion, it is clear that the socio-economic status of parents indeed influences their contributions towards the educational development of their children. The environment in which the child is nurtured also has a positive or negative impact on their educational development. One can conclusively say that parents' socio-economic status really influence their input for children's education.

Research indicates that early home environments and parenting styles can affect measured intelligence (I.Q.) and Good Parent-child relationships and maternal encouragement of independence, however, have been shown to correlate positively with later I.Q. scores (McGowan & Johnson, 1984).

Lerner (1991) noted in his Developmental Contextual model of person–context interaction that, in considering what’s going on with students. The genes as indicated in the Appendix provide a blue print that is passed on to the cells, tissues, and the organ of the body, influencing the growth of such widely divergent growth features as brain development and temperament. The intricate and involved layers of the context, ranging from family to peers to schools and to the wider social sphere, simultaneously weave their networks of influence on the students.

There are out-of-school influences on the child’s learning which are forces outside the classroom that affect learning. They act decisively on students’ learning. Understanding the wellsprings of students’ achievements demands that we know more about their lives beyond the classroom, (thus about their families, their peers, socio-economic circumstances, and their cultural setting). It’s becoming increasingly clear that all of these influences can play a significant role in motivating students to study and achieve in school.

In a recent survey of nine high school involving about 20,000 students, Lerner (1991) concluded that school is only one influence that affects what students learn and how well they do on test of that learning.

Another of the findings related to the students' home: parents exert a profound and lasting effect on their children's achievements in school by these things they do:

1. Deliberately or casually, they communicate specific message to their children about teachers, schools and learning. Their children quickly learn whether school is or isn't important, and whether they should expend much effort there.
2. Parental behaviour sends clear and unmistakable signals about the importance the parents place on schooling. Disregarding notices from the school, not attending parental functions, refusing to volunteer in school activities, all paint a stark picture for children –“school just isn't that important, no matter what I may say”.
3. Their parenting style encourages, or discourages, engagement in school. Interestingly, Lener found that such parental activities as checking homework or encouraging children to do better in school were not the most significant form of parental engagement. What seemed to make a real difference was the actual physical presence of the parents at school: attending school programmes, participating in teacher conferences, joining in extracurricular events, and so on.

Most African countries have low financing availability and because of this, government and communities need to mobilize additional financial resources. Mobilization of financial resources for education is strongly affected by changes at both the national government level and education sector level.

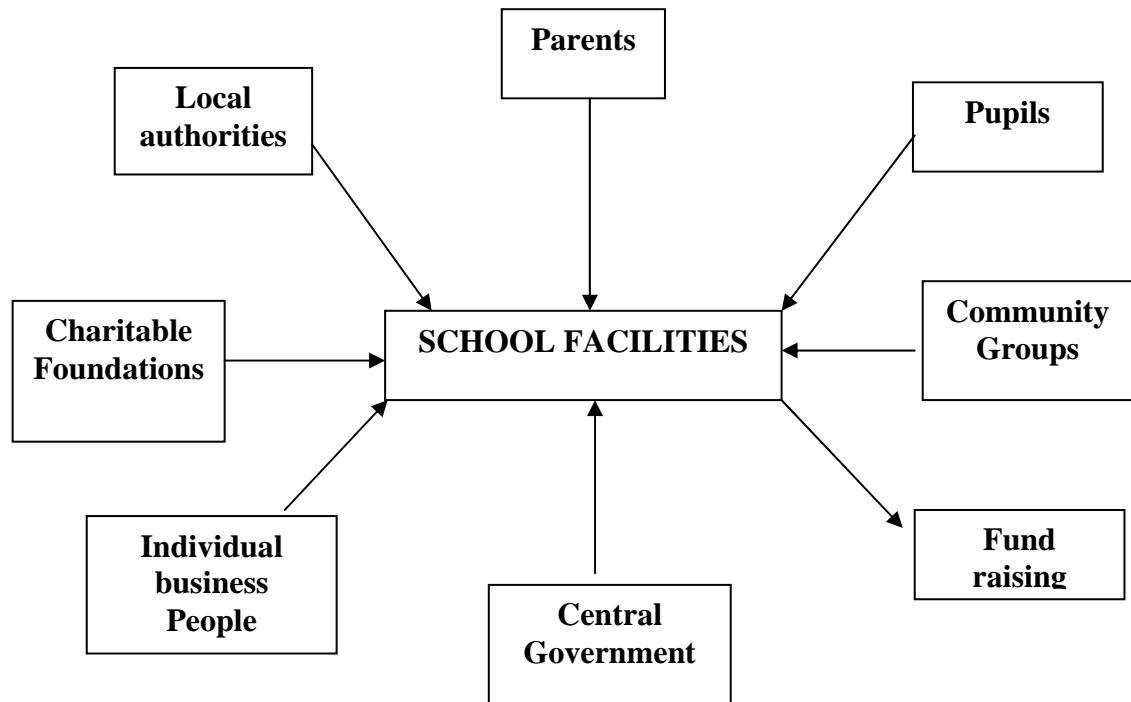


Figure 3: Different source of school funds (Source: Commonwealth Secretariat, 1993).

Figure 3 describes the different sources of school fund. It emphasises the assertion that, the school cannot run solely on resources from the central government. There are other sources including the parents of basic school pupils. We should not assume that all parents are able to make the same contributions whether financial, in kind or in time, to the school. Income levels in both urban and rural areas are likely to vary considerably as well as the size of each family. It is imperative however that, central government sources alone cannot effectively provide all what the school needs. Its high budgetary allocation is still not adequate to provide basic education fully. The government of Ghana therefore encourages other sources of funding.

Various studies conducted by researchers indicate that, children's educational development is influenced positively by the parents' level of income. For instance, Downey (1995) in his study on 'when Bigger is not Better family size, parental resources and educational performance of children' recognized that, parental resources or parents socio-economic status have positive influence in children's educational attainment.

Akuffo (1978) confirms the fact that, there are school related expenses apart from school fees. These are uniforms, stationery, furniture and school building funds, money for science and agricultural materials and tools. There are also examination fees to be paid. Daily pocket money for transportation and food at school will be paid. In a nut shell, if the parents have limited financial resources, the child's effort at school will be thwarted and this may predispose the child to stop school. This will affect his or her educational development for good.

Virtually in most nations today, irrespective of ideology or level of development children of parents who are high on the educational and social scale tend to get more years of schooling than low income children. Students of peasant origin, especially those from rural areas are handicapped compared to children of professional urban parent.

According to Clark (1983) in the United States ineffective or inadequate parental assistance may lead a child to feel overwhelmed and consequently to withdraw from school. Recently, ethnographers have been concerned with the children who against all odds, manage to break the inter-generational cycle of poverty. Their evidence indicates that, success in schooling among poor children

of all types is related to deliberate efforts on the parts of parents to indicate discipline and good study habits in their children (Clark, 1983).

A survey conducted by the Ghana Statistical Service, the Ghana living standard survey (GLSS, 1991) also found out that parent should be financially sound in order to supply needs like contributions to Parents-Teachers Association (PTA), books, and transportation to and from school, food and extra class fees which will motivate students to study at school. It therefore means that when these needs are not supplied, children are affected since it does not urge them to study hard.

The Ghana Education Service (G.E.S., 2008) made some findings and confirmed what Lichter and GLSS identified. The GES research showed that, the reason why children in rural areas do not perform well academically is due to absenteeism from school as a result of parents limited resources hence their inability to pay for their children's school fees (if any) let alone other extra costs and commitments.

Galloway (1985) also noted that the socio-economic status of parents affect their children's education. He said as a result of financial hardships children persistently absent themselves from school to find work to supplement their parent's efforts. Parents who are rich are able to educate their children to any level while the poor are restrained. Few children with poor parents are able to make it but the greater percentage(s) are always down the ladder while the rich continue to enjoy good education.

In Democratic Republic of Congo, Parents engage in income-generating activities which fund improvements at the school (UNICEF, 2003). Poor children are provided scholarships as well. Economic development has lifted millions of families out of poverty. Indeed, countless parents work hard to provide their children with living conditions and educational opportunities that they themselves lacked.

The Ghana National Education Campaign Coalition (2008) in a study on the topic “The impact of rural / urban divide on quality education and the issue of high dropout rate between Junior high schools” observed that, when the household economy is weak, parental commitment to school needs are compromised and children used as farm labour to supplement household income. It further observed that, when the school environment provides no hope for successful transition and further opportunities, due to lack of qualified teachers, good school infrastructure which translates into poor BECE results, the school conditions sack children from school, thereby making schooling unattractive for school children and parents. GNECC indicated also in the research that, community on the other hand has economic, social and cultural factors that retain children out of school, which includes petty trading, cyber addiction and fraud, cinemas and in some cases small scale mining activities mostly engaged in by out of school children to support the poor household economy.

In Ghana, majority of the parent population do not enjoy any child maintenance allowances or support from the government. They only rely on their insignificant income for the upkeep of their families and their education as well.

Poverty has an appreciable effect even when intelligence level has been taken into account. In effect, most parents had to sacrifice a lot of things in order to use their insignificant income to contribute towards the educational development of their children.

Parents interest, attitude and motivation

Parents are perceived as friends and co-partners in the education of their children; as such they need to have the necessary parenting skills needed to deal with children's educational issues. Parent hostility, anger and or frustration often indicate that parents feel inadequate in dealing with children school related problems. Frustrated parents must find avenues, to vent their frustrations in order to have the heart to handle issues related to schooling of their children.

With regard to discipline, Charles (1985) purports that, parents need to know four (4) things:

1. exactly what is expected of students;
2. how those expectations are going to be enforced;
3. how students are doing; and
4. what they (the parents) can do to help.

When handling what is expected of children, it is important for parents to keep expectations as few in number as possible to enable them cover the immediate problems and it should be briefly communicated in manner the child will understand. This brings the question of parenting style to the fore.

Parenting styles and practices can directly or indirectly affect children's behaviour. Parental practices (such as helping with homework) can directly affect

children's behaviour. Parental styles create a particular emotional climate and affect children indirectly by making practices more or less effective, influencing children's receptiveness to those practices (Tavris & Wade, 1995).

It is a rewarding experience when teachers and parents pull their abilities and resources together to bring about positive change in students. Education can catapult an individual from one special class to another and it can enable an individual to enjoy economic success. There is an inescapable link between educational development and marketable job skills in our current technology-based society. This link strengthens us as we witness the diminishing of the need for factory production workers and the loss of traditional family farms to agrobusiness. The family provides the child with his/her finest social experiences. The male children for example, know that they are regarded as breadwinners of the home; they therefore tend to develop such emotional traits which later in life influences their occupational choice.

Lucky (1974) said in his study that it appears that, adolescents often make their choice of career in accordance with aspirations held for them by their parents. Lipsett and Engen (1961) in their studies have shown that, youngsters from the upper and middle classes who have absorbed the educational attitudes of their social groups tend to aspire to higher occupations. The child, who is brilliant and good at science subjects for instance, may not take to any science oriented jobs if the parents are poor and cannot afford.

Dave (1963) reports that, the attitudes parent exhibit towards education and the consequential degree of encouragement they offer their children in school

activities are in fact, a reflection of the values they place on education and an indication of their own perception on relevance of educational achievements to their own life purposes and to their aspirations for their children. He concludes that, parents who set high standards and have high aspirations for their children are likely to have high achieving children. Parents with limited educational background are most likely to live in or at the poverty line. The level of parental educational achievement may influence the development of strong verbal and cognitive skills in the children.

When human beings are motivated correctly, it influences any activity they find themselves in. Motivation has been considered as a very important element that enhances the academic performance of students. Motivation or stimulating a person to take actions will accomplish desired goals. Motivation is generally equated to needs, wants, desires, wishes, aspirations, values, interest, attitudes that activate an organism and directs its behaviour towards the attainment of some goals.

According to Pecku (1991) motivation helps one to have the desire to achieve certain aims. Hence, there is the need for parent to motivate their children to get the best educational attainment from them. Feldman (1996) wrote in his book that, reward reinforces previous behaviours, therefore, parents who motivate their children for good performance in school, have their children performing well in school.

The child needs the feeling of self-acceptance and self-respect. The child needs not only to feel but also to be convinced that, it is worthwhile.

Understanding your child can also be a form of motivation that parents could offer to their children. This would, enable the children to devote more of their time to study.

A child from an environment where he is rejected may have his security threatened. Lack of motivation would eventually and gradually have a negative impact on the child's educational development.

Writing on this topic under review in an article entitled 'Getting involved in your children's education' in the Weekly Spectator of February 26th 1974, the author, Arhinful wrote that a lot of parents show very little concern for the progress of their children's studies. Where the children are day students, the parents attention is almost always on the morning preparation for school, scarcely do they turn their attention to the school affairs of their wards, except when the unexpected happens. He suggested that, there should be a necessary co-ordination of home issues with school performance to ensure educational development. The writer further observed that, parents' involvement in the academic work of their children is a catalyst to educational development.

Additionally, he urged parents to consult with teachers on their children's academic progress at school whilst making effort to periodically monitor the results of what has been taught their children at school. Schools in Cameron and Niger have established mother's clubs, providing counselling and encouraging girls to go and remain in school (UNICEF, 2003).

Governor Guggisberg (Gold Coast, 1925) emphasized on the fact that, parents have a role to play in the educational development of their children. Thus

in his final message to the people of Gold Coast he said ‘my message therefore is to those charged with education, build your house carefully and on the approved design, putting in may be an additional window here or a door there if necessary, but adhering to the original design. And to the people of the country, I would say, support those who are building the house of education. Do not let the often fictitious-urgency of your desires of the moment obscure the vision of what is best in the future for your children and your children’s children. And when the house of education is complete, enter into it and take to the full opportunities for enjoying the benefits thereof (McWilliams & Kwamena-poh, 1975). There was a call from the national liberation council (NLC) after the 1966 military coup in Ghana, to accept a recommendation from a committee they subsequently appointed; that government invite parents to make some contribution to the cost of supply of textbook and other school materials.

Parental interest and for that matter parental involvement in children’s education helps them to learn more effectively. The United States of America’s Department of Education works in 1986, threw a challenge to parents in a report by the National Commission on Excellence in education entitled “A nation at risk, the imperative for education reform”. It said among other things that, parents bear a responsibility to be interested and to participate actively in their children’s educational development. The above review points to the fact that, motivation (intrinsic or extrinsic) is an important tool in a child’s destiny in his or her educational development. Parents’ interest and attitude also matters so much in the child’s education.

Kumeh (1999) found out from his direct observation of parents attitude that in Petepom, parents make sure that every child goes to school in the morning. During break time food vendors are asked to come to the school so that the children do not have any cause to leave the school premises. Parents who allow their children to stay away from school are summoned to the chief's palace and reprimanded. They find this very embarrassing and the P.T.A. Chairman sometimes goes to talk to uncooperative parents.

Children who feel deprived of their parents' attention find that their parents respond when they are naughty, they are more likely to continue being naughty, even if the parents' response is to shout or smack (at least they get some attention this way !). Children are taught to stop and think before they undertake behaviours, and guide their own performance by deliberate self-instructions that are first made overtly and then covertly (Dunn & Howell, 1982).

Good parenting strategies include things like supervising, developing behavioural coping strategies, dividing long assignments into small parts and giving lots of praise for effort. However, most parents are often lax in implementing such strategies. Parents must adhere strictly to them.

Behaviour is still determined by the pursuit of things that have been positively reinforced in the past. When we perceive others as behaving freely, we are simply unaware of their reinforcement histories.

Influence of siblings size on educational development

Sibling size has been found to be one of the factors that account for differences in children's educational development. Family researchers have

compared the familiar processes and outcomes of small and large families. Both parents and children are affected by the number of children in the family. The more the children, the more the interaction within the family but there is likely to be less parent-child interactions.

Downey (1995) indicates that, one relationship has been consistent: as the number of siblings increases, educational performance decreases. The reason is explained by the resource dilution model. This model posits that parental resources are finite and that additional children dilute the total quality of resources any one child receives, which in turn decreases their educational output.

Blake (1989), the leading proponent of the resources dilution has outlined three types of finite parental resources. These are:

1. Types of homes, necessities of life, cultural objects, like books, pictures and music.
2. Personal attention, intervention and teaching.
3. Specific changes to engage the outside world or as kids say “to get to do things”.

She writes: “the more children, the more the resources are divided (even taking account of economies of scale) and hence, the lower the quality of the output” (Blake, 1989 p.422).

Downey (1995) studied the inverse relationships between the number of siblings and children’s educational attainment. He conducted his study in the United States of America with a sample of 24,599 eighth graders from the 1988 National Education Longitudinal Study, a larger national representative data set

collected by the national centre for education statistics. Downey found out that, the availability of parental resources decrease as the number of siblings increase and that, this explains most or all of the inverse relationship between sibling size and educational outcomes.

From the review, it is clear that in a small size family, the child is in closer touch with his/her parents and habitually uses more mutual language and ideas than he/she would if he/she were lost in a 'cloud' of siblings.

Social capital theory

Coleman (1987) indicates that both social capital in the family and social capital in the community play important roles in the creation of human capital in the rising generation. He said social capital within the family is important for a child's intellectual development. For it is true that children are strongly affected by the lower capital possessed by their parents.

Coleman contends that, social capital is a more dominant factor than the socio-economic status of parents in influencing educational attainment. He points out that "family background" consists of these different components:

Financial capital: he indicates is approximately measured by the family's wealth or income. It provides the physical resources that can aid achievement: a fixed place in the home for studying, materials to aid learning, the financial resources that smooth family problems and so on.

Human capital: also, is approximately measured by parent's education. This provides the potential for a cognitive environment for the child that aids learning.

Social capital: He explains social capital as the social interaction between parents and their children. It is also the quality of social interactions that the student is exposed to in the community, interactions that aid the student in his/her education.

Human capital is composed of all competencies and characteristics of individuals relevant for economic activity. This means that societies and individuals are as rational as they are able to maximize the result of education investment. Parents must play active role in maximizing the invested resources.

Investment into education that is the human capital must be given the character of capital investment. The decision by parents to support education should be treated as part of the over all social development agenda and must be given all necessary attention it deserves.

The quality of educational information and reinforcement received from the home and the neighbourhood as well as the amount of interest and support parents invest in their children's education is a vital contribution towards the educational development of basic school children. It follows therefore that, for children to be able to have good educational development, their parents should have quality social interactions with them. This would enhance their intellectual development.

When parents and the communities support schools, the schools shall gain a vast network of resources. Parents and society at large can cultivate the values and ethos to support education. According to James Coleman, private schools are more successful than public schools because they have higher levels of "social capital". In sum, this social capital consists of families and schools' shared

expectations and goals, which are reinforced through social interactions between children and adults. Communities high in social capital provide strong social networks and trusting relationships that give individuals access to a wide array of resources ranging from childrearing advice to assistance in times of crises.

Divorce, step-parenting and single-parenting

Divorce is the legal ending of a marriage where as step-parenting usually results when there is a remarriage by a father or a mother. Several factors make it more likely that a marriage end in divorce. These include age, socio-economic status, educational level, sex, the experience of parental divorce and number of pre-marital sexual partner. Divorce is a stressor for both men and women, since it involves the loss of one's major attachment figure and source of emotional support. Again, divorce can have serious effects on the psychological adjustment of children whose parents are separating (Richards, 1987).

Although men are legally required to support their children, evidence shows that the majority of men do not continue to give support, when there is divorce, step-parenting or a single-parenting. Evidence also depicts that children who live in mother only families have almost a 50% chance of being impoverished. This is in sharp contrast to a less than about 10% chance of children living with both parents.

Divorce and single parenting for that matter affects the distribution of authority within the family. Prior to the divorce, the father may have had more authority because additionally, he had been regarded as the primary breadwinner or authority in every home. After the divorce however, the custodial parent

(usually the mother) assumes the day to day responsibility over the children and non-custodial parent becomes restricted to areas spelt out in the divorce agreement. In most cases, the non-custodial parent does not honour his/her side of the agreement at all. Baltes (1988), found out that both father's and mother's authority over children as indicated by their parenting practices, tend to deteriorate in the first year following the divorce.

When a new family is formed, new problems are likely to arise. The impact of re-marriage on family is second only to the crises of divorce. The interactions are similar to those in any family; they are sometimes faced with anger, guilt and jealousy. Step family relationships are instant, they do not evolve as in a family of orientation, where a child is born and grows. Having to live with new rules and values, unlike still trying to deal with the old rules and values from both parents, places enormous strain on the child. Children who have different histories of upbringing now must live under the same roof with new sets of rules. At least, half of the children living in step-families are likely to face an additional strain.

A single-parent family is a domestic unit consisting of one parent and minor children. In the single parent family, a man or more often a woman carries out the task of social parenthood alone.

Astone and McLanahan (1991) studied the relationship between family structure where both parents are present in the household and children's attainment in high school in the United States. They found out that parental involvement has positive effects on children's school achievement. For children

from non-intact families report lower educational expectations on the part of their parents, less monitoring of school work by mothers and fathers and less supervision of social activities than children from intact families.

The strain from the divorce of a couple may be indirectly put on the children without both parents realizing it and thus the children may in turn suffer serious emotional problems for that.

Article 47 clause (1) and (2) of the Children's Act of Ghana stipulates the duty of a parent or any person taking custody of a child, thus 'a parent or any other person who is legally liable to maintain a child or contribute towards the maintenance of the child is under a duty to supply the necessities of health, life, education and reasonable shelter for the child' (Act 560, 1998).

Nearly all children, regardless of their age, are adversely affected by parental divorce, at least in the short-term. Children reared in a single parent household with a same sex parent do less well than other children (Downey: 1995). Amato (1983) for example, has shown that conflict between parents who live together is associated with low self- esteem in children, and low self- esteem may lead to other difficulties including lower school achievement.

Long – term deprivation/ separation includes parental death and divorce. Perhaps the most common effect is separation anxiety, which manifests itself in various ways, including school phobia/ refusal. Divorce has serious effects on children. How quickly they adjust is influenced by several factors, including continuity of contact with the non-custodial parent and the custodial parent's re-marriage.

Children whose parents divorce have, on average, lower levels of academic achievement and self-esteem, and higher incidence of psychological adjustment problems during childhood and young adulthood, compared with those of similar social backgrounds whose parents remain married.

Some of the major effects on children of parental divorce

Compared with children of similar social background whose parents remain married, those whose parents divorced show consistent but small differences throughout childhood. They also have different life courses as they move into adulthood. The differences include: lower levels of academic achievement and self-esteem..., and higher incidence of conduct and other problems of psychological adjustment during childhood.

These differences refer to average scores for children of divorced and non-divorced parents. The variation is wide, particularly for those whose parents have divorced (Richards, 1987).

Quite obviously, not all students will be fortunate enough to have cooperative parents. There are various students from different types of families. Families change, and as they do, they exercise different effect on the child's development - some significant, others not so, children who remain in an intact family, or who experience the death of a parent, or who go through a parental divorce – even though the experiences are quite different – all undergo changes that must affect development.

Empirical review

This aspect of the research seeks to compare relevant previous works of other researchers on the same topic under investigation. The actual work of other researchers would be examined with respect to the methods used, sample size, instrument used, findings and their conclusions. This review would sum up the researchers position on the findings of the reviewed material.

Jonah (2003) conducted a research into the impact of family on an individual's educational attainments in the Bakano circuit in the Cape Coast municipality, Central Region among parents and children of school going age. They found out that "regardless of socio-economic status or qualifications, many students find themselves in a family environment that is strongly supportive of achievement. The parent's placed great importance on the academic success of their children". They also found out that 'there was a positive relationship between the number of those whose parent encourages them to learn after school and their performance in school and vice versa'.

Further, Kosikuma (2002) had a similar research on the contribution of parents; a case study of Jasikan in the Volta Region of Ghana. He established that there exist an inverse relationship between the family size and children's academic performance. This he concluded that "the larger the size of the family, the lower the academic performance of children". He used a sample of 120 students from a total target population size of 550 students and the research involved only two (2) Catholic Junior Secondary Schools in the whole district. He

also used only questionnaires in his research basing the study only on the literate respondents (students).

The researcher might have obtained different result if he had interviewed some parents of the children to cross check on the responses given by the children. The sample therefore is too limited for the study since dealing with only two (2) schools is not the best. He could have extended his study to cover more than the two catholic schools. In this current study, the sample would be properly selected to be quite representative of the population.

In similar work by Cotton and Wikelund (1984) on 'parents' involvement in Education', opines that 'parent can support their children's school by: attending school functions and responding to school obligations (Parent-Teachers conferences for example), and they can become more involved in helping their children improve their school work-providing encouragement, arranging for appropriate study time and space, modelling desired behaviours such as reading for pleasure, tutoring their children at home and monitoring homework'.

They further discovered that, outside the home, parents can serve as advocates for the school. They can volunteer to help out with school activities or work in the classroom or they can take an active role in the governance and decision making necessary for planning, developing, and providing an education for the community's children.

Summary of review of literature

A number of theories and empirical studies on parental involvement in the child's education have been reviewed under this chapter to give credibility to the

study. The theories and empirical studies reviewed, create the awareness that, some factors have been identified to facilitate or hinder the academic performance of school pupils. Some of these factors are parents' attitudes and interest in education; parental encouragement and motivation; socio-economic background of parents; siblings size; family and community influence; and divorce, step – parenting and single parenting. Parental interest is believed to be very significant to the child's performance at school. A parent who lacks the interest in his child's education will not be motivated in any way to invest money in that child's education.

According to the convention on the rights of the child, parents are directly responsible for the development and education of their children (UNICEF, 2003). At the formative years of a child's development, their total life and school work are greatly influenced by the contribution and attitude of their parent. For a better personality and citizenry in future, parent need to support their children, guide, counsel, train and bring them up in their educational, social, psychological, physical, moral and economic aspects of life. If the parents neglect these roles, then there is bound to be problem. Nonetheless, since colonial times most parents and other educated elites have valued education as a channel for social and occupational mobility. It is alleged that some pupils/students in school perform exceptionally well whilst others manage to trudge through. This can be attributed to many factors such as the kind of quality support they receive from their parents, the student's intelligence quotient (I.Q.), the school-community environment, types of resources available (such as text books, library books, toys

etc) and also the environment in which they are nurtured. The parents can also complement the work of school administrators and teachers in contributing to the educational development of the student. Parental contribution in this respect is therefore a vital ingredient. A parent-teacher team can be more effective than a teacher working alone. Ideally, it is prudent for parents to increasingly assume more financial responsibility for their children's education in Ghanaian schools. There has been periodic concern expressed about the adequacy of the facilities in schools. A consistent complaint, however, has been inadequate educational funding. It is obvious that central government expenditure on education has remained quite high the years over. A considerable portion of this spending on education is on basic education. Between 1990 and 1998, for example, an average of 67 percent of the total expenditure on education went to support basic education (G.E.S., 2008). How much of national funding of education should continue to support basic education over secondary and tertiary institutions has generated a national debate.

In the wake of this, contributions by parents may become necessary due to the inability of government to meet in full all basic school needs. This is so in many developing countries. But even in countries where government can afford to provide good buildings, qualified teachers and a wide variety of resources, parents may still wish to contribute money for even more resources, such as transport and computers and pay for educational visits, because they want their children to enter adult life having obtained the best possible education. In rather crude term they want them to be at the front of the queue for good jobs.

The school is a supplementary influence on the child's progress, considering the fact that children spend more hours in their houses than in school. This study shall investigate the perceptions of parents of their role in contributing to the educational development of the child. It will also investigate whether the child gets the necessary support and conditions from the parents and community. The challenges the parents face in performing their roles would not be left out in the study.

CHAPTER THREE

METHODOLOGY

This chapter discusses the research method and technique used in the dissertation. It covers the research design, population and sample, sampling technique research instrument, data collection procedure, data analysis procedure and pre-testing.

Research Design

Generally, all parents are aware of their parental roles of supporting their children in schools. The issue as to whether this is done well is the problem which necessitated the need for the research. The design for the work was descriptive survey research. This involves the collection of data in order to answer questions with regard to the subject of the study.

Gay (1992) noted that, the research design indicates the basic structure of a study, the nature of the hypothesis and the variables involved in the study. Descriptive research, thus, involves collecting data to test hypothesis or answer research questions concerning the current status of the subject of the study (Gay, 1992).

According to Best and Khan (1989), descriptive research is concerned with the conditions or relationships that exist, such as determining the nature of prevailing conditions, practices and attitudes; opinions that are held; processes that are going on; or trends that are developed.

The researcher is concerned with the existing condition/ status of parental contribution. It considered opinions held, and nature of prevailing conditions, practices and attitudes of parents. This study investigated the areas parents contribute mostly and the level of support they give, and to report existing conditions. The rationale behind this design was to collect data from respondents of the sample in order to assess their contribution towards the education of basic school pupils. The descriptive research survey best served the purpose of the study as it helped to collect data to describe the state of affairs. This survey is appropriate to collect data in order to describe, the perceptions parents have of their roles, their views and perspectives on the actual contributions they can make and the challenges they face in their participation.

The survey involved the formulation of research questions and using questionnaire to seek answers to the questions. The design therefore is more of a quantitative research in nature and it sought to establish the perceptions of parents in a naturally occurring situation or environment. It is a study to understand parental role in education of the child.

The survey design was also adopted because it has the advantage of providing useful information from a large group of people . It enables the researcher to get a broad and accurate views or responses on issues. It is, however, difficult to ensure that the questions or statements to respond to are clear and not misleading because survey results can vary depending on the wording of questions, the circumstances and who the participants are (Peil, 1995). It may provide unreliable results because they delve into private matters which

participants may not be prepared to provide the right responses. Despite these disadvantages, the researcher sees the descriptive survey as the appropriate design for conducting the research.

Population

The target population of the study is made up of the entire parents having their wards in basic schools, heads, teachers and the circuit supervisor who are concerned with educational administration in the Dodowa circuit of the Dangme West District.

The total population of pupils is made up of four thousand seven hundred and ninety two (4,792). Seven hundred and thirty-five (735) KG pupils from fourteen (14) schools, two thousand eight hundred and fifty-six (2856) primary pupils also from fourteen (14) schools and one thousand two hundred and one (1201) Junior High school pupils from twelve (12) schools respectively. The total number of schools is forty (40). The entire parents of these pupils form part of the study's accessible population, including the circuit supervisor as well as a total of one hundred and eighty two (182) head teachers and teachers.

Sample and Sampling Procedure

Amedahe (1994) maintains that in the selection of sample for a study meaningful and representative sample should be selected with regards to the population characteristics such as size, composition. He posits that in most quantitative studies; a sample size of five percent (5%) to twenty percent (20%) of the population size is sufficient for generalization purposes.

Sarantakos (1998) indicates that the complete coverage may not offer substantial advantage over a sample survey. Sampling provides a better option since it addresses the survey population in a short period of time and produces comparable and equally valid results. Samples are thought to offer more detailed information and a high degree of accuracy because they deal with relatively small number of units. The study was conducted using both parents (Mother and Father) having their wards in three (3) KGs; three (3) public primary schools; and four J.H.S. respectively. Table 1 presents the schools sampled for the study.

Table 1

Schools Sampled

Name of school	Level	Pupils enrolment
1. Dodowa D/A Kg	Pre-school	87
2. Dodowa Newtown D/A Kg	Pre-school	86
3. Ayikumah Meth. Kg	Pre-school	53
4. Dodowa St. Agnes R/C	primary	262
5. Odumse D/A	primary	162
6. Dodowa Presby '2'	primary	254
7. Shai D/A Dodowa	J.H.S	164
8. Sota D/A	J.H.S	27
9. Dodowa Meth. '2'	J.H.S	93
10. Dodowa R/C	J.H.S	108
Total		1296

Twenty percent (20%) of the parents (both parents) of these pupils were selected comprising three hundred (300) parents. The researcher selected both parents to respond to one questionnaire as one household unit for clarity seek. The cumulative records books of these pupils were consulted extensively for their parental data. The circuit supervisor and thirty- nine teachers including headteachers formed part of the sample. Table 2 presents the summary of sample

Table 2

Summary of Sample

Respondents	Number of parents
Parents	300
Teachers (including heads)	39
Circuit supervisor	1
Total	340

Simple random sampling using the lottery method was used. A sampling frame (list of the 40 school) was constructed in alphabetical order and numbered accordingly after which the number were put in a container. This was mixed and selected randomly without looking into the container. The process continued until the required number of school was recorded. A total of ten schools were selected for the study from the list of forty (40) schools. The Dodowa circuit supervisor (C.S) and the headteachers of the selected schools were perceived to be relevant to the study and were consequently purposively selected as respondents.

In addition, 40 (22%) of the teachers out of the 182 were randomly selected from the various schools visited using random numbers procedure described earlier. Furthermore due to the fact that the pupils were needed in order to reach their respective parents, they were selected randomly by the help of class list (school registers) through which those sampled pupils were used to select parents as part of the respondents.

It is the researcher's firm opinion that considering the structure of the population of study, the sample is very representative of the population as possible and the sampling techniques employed considered other relevant factors (all things being equal) in the population that might threaten the validity of the study.

Research Instrument

In obtaining the necessary data needed for the research, the researcher used a questionnaire. The questionnaire was made up of closed ended questions which were used to elicit the data needed for the research. It was aimed at eliciting data on parental contribution towards the educational development of basic school pupils.

The questionnaire was divided into four (4) main sections: A, B, C, and D. Section A: sought personal information (Bio-data) of the respondents, Section B: focused on the specific areas parents do or can contribute towards the educational development of basic school pupils, Section C: considered the perceptions of parents on their role in educating their children.

Section D: dealt with the challenges parents face in contributing substantially towards the educational development of pupils.

The five points Likert rating scale of strongly agreed, agree, undecided, disagree and strongly disagreed was adopted for the study.

Pilot-Testing of Instrument

The validity of the instrument was sought by consulting with experts in education faculty. The instruments were subjected to criticisms by the supervisor. The need to determine the appropriateness of the instrument occasioned a pilot study that took place at Afienya in the Afienya circuit of the Dangme West District. Afienya D/A Basic 'C' school was selected for the pre-testing, ten parents, three teachers, the headmaster and circuit supervisor making a total of fifteen were selected to respond to the questionnaire respectively.

Afienya was selected for the pre-testing because of proximity and that; it has some similarities and characteristics of interest as Dodowa circuit. Afienya is the centre for Afienya circuit which has a population which is geographically scattered and it is a developing area similar to Dodowa. There is a drift of young adults and other workers from the industrial cities to settle at both Afienya and Dodowa. The two towns absorb settlers from the core who migrate to the periphery. The literacy levels are quiet appreciating in both circuit centers. Most of the inhabitants of both towns are self-employed - thus farming, petty trading, trade persons and the others in formal organizations and factory works. It is upon these similarities between Dodowa area and Afienya that Afienya circuit, which is a different circuit from the area of the study, was selected for the pre-testing.

Random sampling method was employed for the selection of the pupils through which their parents were consequently selected. The head teacher and the circuit supervisor were purposively selected and also the teachers were randomly selected for the pilot study. The questionnaires were given to the respondents after which the researcher went for them after three days.

The purpose for the pre-test was to ascertain the suitability of the item on the questionnaire and also to aid in refining it if found unsuitably. Borg (1963) asserts that the needed alteration also can be made in the data collection methods so that data in the main study may be analyzed more effectively.

The Statistical Package for Social Sciences (SPSS) was used by the researcher to analyze the responses of the respondents. The most common index of reliability, namely Kuber Cronbach's coefficient alpha was employed. Cronbach's alpha shows that the assessment of scale reliability is based on the correlation between the individual items or measurements that made up the scale, relative to the variances of the items.

The internal consistencies in the various variables obtained are very high. The Cronbach α value obtained for means of parental contribution, perception of parents to their roles and challenges parents face are all above 0.7 which shows that the reliability of responses is very high. See Table 3 for the result of the reliability test

Table 3

The Results of the Reliability Test

Assessment of parental contributions	Number of items	Cronbach α
Means of parental contribution	21	0.9628
Perception of parents to their roles	17	0.9412
Challenges parents face	16	0.8411

Please refer to appendix for the details of the reliability and item analysis test.

On the basis of the pre-test results the researcher was able to determine the suitability of the questionnaire in measuring the variables of the study. The researcher also was able to make necessary revisions and corrected identified ambiguities for the final form of the questionnaire for the field work and also help standardized the questions and scores for analysis.

The pre-testing also provided an insight into the strategies of the field work to the researcher. It also afforded the researcher an idea about the time to be allotted to complete the final questionnaire.

Data Collection Procedure

The questionnaire was administered by the researcher. The researcher explained the purpose of the study to the respondents. They were made to understand that all information being provided would be treated with confidentiality and for the purpose of research only. It was personally delivered to the respondents who were given up to a maximum of one week (7) days to complete. The illiterate parents who could not read and write were however

helped accordingly to respond to the questions. The researcher personally introduced himself to the heads of the various schools and families ahead of the scheduled time who later arranged for teachers and parents to be met. An introductory letter seeking permission from the District director of Education and the Assembly members of the various communities were delivered for prior approval, after which the questionnaire were distributed to selected parents and teachers.

Adequate time was spent with respondents as they go through and answered the questions and those who needed help in terms of clarifications, interpretation and writing were assisted accordingly. At the end of the seventh day the researcher made a follow –up and retrieved the remaining questionnaire.

However, 300 copies of the questionnaire were administered but 290 copies were returned out of the 290 returned copies of questionnaire, only 288 were completely filled. Thus a total of 288 copies completed which represent 96% of the total number of the administered were collected and utilized for the purpose of the study. All the 40 questionnaire given to the teacher were however retrieved and analyzed accordingly

Data Analysis

In relation to the related research questions and the items displayed in the questionnaire, descriptive statistics was used to analyze the question. The results were presented in percentages, tables, and charts to display the results of the data.

Data gathered on the questionnaire were edited and collated. The completed questionnaires were serially numbered for easy identification and the

statistical package for social sciences (SPSS) was used to analyze the data based on tables, frequencies, and percentages. Frequency distribution tables, and percentages used were for the purposes of summarizing or reducing the data gathered from the field to manageable form. Percentage was used as a single indicator to provide simple summaries about the perceptions of parents on the importance of their role, their views on ways of contributing and challenges they face in supporting educational development. Frequency count and simple percentage were used to analyse the demographic information.

The data was first coded. The codes adopted were as follows: Strongly Disagreed = 1, Disagree = 2, Undecided (no response) = 3, Agree = 4 and Strongly Agree = 5. Excel computer programme was used to do the analysis. The appropriate number for each datum was placed in the appropriate data file for the analysis.

Summaries of all responses under each item was then given, thus illustrating the percentages that strongly Agreed, Agreed, were undecided (no response), Disagreed or Strongly Disagreed. In the case of challenges parents face in contributing to educational development, Strongly Agree and Agree were combined to form one strand of response and the same was done for Strongly Disagree and Disagree; Undecided also formed another strand of response. This approach was appropriate for easy application of the assessment criteria. The criteria below were adopted to do the findings. If 40% or more of the respondents averagely rate Strongly Disagree/Disagree – implies Not Acceptable item.

Also, if less than 50% of the respondents averagely rate Strongly Agree/Agree = item is weak. Further, if 50 – 59% of the respondents averagely rate Strongly Agree/Agree = item is satisfactory. If 60 – 69% of the respondents averagely rate Strongly Agree/Agree = Good and Very Good 70 – 79%. Finally if about 80% - 100% of the respondents averagely rate Strongly Agree/Agree = then item in question is excellent.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter presents and analyses the data collected for the study. Discussions of the findings are also presented. The analysis is done on the basis of the biographic data of respondent and research questions. The sample of the study was three hundred and forty (340). Two hundred and eighty eight (288) representing 84.7% of the questionnaires were completed by parents and were collected and analyzed accordingly. Forty (40) were completed by the teachers and the remaining twelve were invalid. Scores were assigned to responses to enable the researcher analyse the data. Table 4 presents the age of the parents

Socio-demographic characteristics of respondents (parents)

Table 4

The Age of Respondents (Parents)

Age	No.	%
18 – 19	64	22
20-- 29	28	10
30 – 39	102	35
40 – 49	74	26
50 and above	20	7
Total	288	100.0

(Source: Field Data June, 2010)

From Table 4 it can be seen that quite a high percentage of the parents were within the age groups 30 – 39 and 40 – 49 which is 35 % and 26% respectively. Meanwhile, only 7 % of the parents were between the age group 50 and above, which is demographically approaching retirement age in Ghana. It is clear here that majority of the respondents therefore fall within the productive (working) age population.

Marital status of respondents (parents)

The marital status of the respondents was examined. This was to find out how many of the parents or guardians were single (mothers or fathers), or married and living together.

Marital Status of Parents

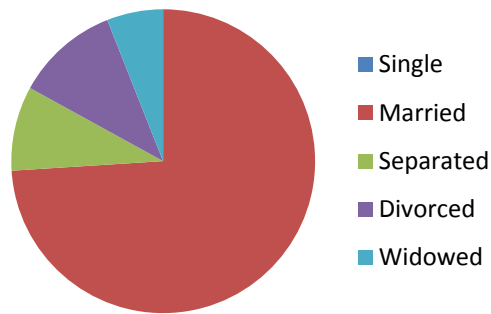


Fig. 4 Marital Status of Parents

It can be seen that 213 parents out of 288 making (74%) were married and both parents living together while the remaining 26% were separated (9%), divorced (11%) or widowed (6%) as indicated on the pie chart. It is concluded that majority of the parents who responded in the study were married and lived together as both husbands and wives.

Educational background of parents

Table 5 presents the educational levels of parents

Table 5

Educational levels of the Parents

Level	Number	%
Primary/elementary	120	41
Secondary/vocational	37	13
Tertiary	51	18
No formal education	80	28
Total	288	100

(Source: Field Data June, 2010)

Table 5 indicates that only 80 (28 %) of the respondents did not receive any formal education. The majority of them had received some form of formal education; thus 120 (41 %) had primary or elementary education; 37 (13%) have had secondary, vocational or technical education and 51 (18 %) had tertiary education respectively. Table 6 displays the occupational background of parents

Table 6

Occupational Background of Parents

Occupation	Number	%
Self - employed	138	48.0
Formal Sector	129	45.0
Unemployed	21	07.0
Total	288	100.0

(Source: Field Data June, 2010)

Table 6 reveals that majority of the respondents are self-employed. They form 48 % of the respondents; equally higher are those employed in the formal sector that is 45 % and 7 % remain unemployed. Table 7 presents information on the number of children the parents have

Table 7

Number of Children

Number of children	Number	%
None	Nil	0
1-2	22	08
3-4	102	35
5-6	139	48
7 or more	25	09
Total	288	100

(Source: Field Data June, 2010).

From the table it is seen that 139 (48%) of the parents said that they have children ranging from 5 to 6. 22 (8%); 102 (35%) and 25 (9%) on the other hand, fell within the groups 1 – 2, 3 – 4 and 7 or more respectively. Every parent had at least a child. It is clear that most of the parents had children numbering between three and six.

Analysis of the Main Data

Research Question One: What major contribution do parents make towards the educational development of their children? This research question sought to find out the major contribution parents make towards the educational development of the basic school pupil. Items 7 – 11 on the questionnaire were used to elicit responses from respondents. Table 8 presents the different types of assistance parents give to their wards in school

Teachers' perception of the types of assistance parents gives their wards

There are some school related expenses which parents make aside payment of school fees. Table 8 presents the perception of teachers on the different types of assistance parents give.

Table 8

Teachers' Views on the Forms of Assistance Parents give

Form of assistance	Number	%
Financial support	10	25
Material support(books,uniforms,etc)	24	60
Service	6	15
All	-	-
Total	40	100

Considering the form of assistance parents give their children. It is revealed from table 8 that 24 (60%) of the teachers are of the view that material support is the form parents contribute towards the educational development of the basic school pupils. None of the parents however provides all the forms.

The results showed that, teachers are of the opinion that the parents provide material support. It is deduced that since money is needed to acquire the materials, they provide financial support as well.

Means of parental contribution. The research question sought to find out the means of parental contribution. The questionnaire was used to elicit responses from respondents. Tables 9 and 10 presents the analysis on research question one thus the means of parental contribution

Table 9

Means of Parental Contribution

Major contributions parents make	Response				Category	
	SA	A	NR	D	SD	T
Paying for the children's welfare (such as pocket money, T&T, canteen)	252 (87.5)	34 (11.8)	2 (6.7)	- (-)	- (-)	288 (100)
Paying for resource (such as textbooks, exercise books, etc)	- -	32 (11.11)	9 3.0	218 (75.7)	29 (10.1)	288 (100)
Attending PTA meetings, open days, speech days	10 (3.47)	- (-)	- (-)	231 (80.2)	47 (16.32)	288 (100)
Paying official and approved levies by GES	0 (6.94)	266 (92.04)	2 (0.7)	- (-)	- (-)	288 (100)
Paying PTA dues and other development levies	123 (42.7)	138 (47.92)	- (-)	18 (3.13)	9 -	288 (100)
Paying teachers for additional lessons, special duties, extra classes	- (-)	38 (13.19)	8 (2.78)	144 (50)	98 (34.03)	288 (100)
Motivating pupils to learn	- (-)	37 (12.85)	- (-)	251 (-)	- (87.15)	288 (100)
Visiting children's school to assess their academic progress	- (-)	- (-)	5 (1.7)	283 (98.3)	- (-)	288 (100)
Helping pupils to do their homework	- (-)	98 (34.03)	- (-)	150 (52.1)	40 (13.87)	288 (100)
Ensuring that pupils go to school regularly	49 (17.01)	201 (69.79)	11 (3.82)	28 (9.38)	- (-)	288 (100)
Providing children						

consistent and loving guidance and training for children and talking to them.	-	141 (48.96)	- (-)	- (-)	147 (51.04)	288 (100)
Encouraging pupils to read books and news papers	- (-)	30 (10.42)	4 (1.34)	75 (26.04)	17 (62.04)	288 (100)
Feeding pupils before they go to school	268 (93.4)	- (-)	6 (2.01)	14 (4.59)	- (-)	288 (100)
Motivating teachers for effective work	- (-)	63 (21.87)	- (-)	- (-)	225 (78.13)	288 (100)
Providing learning materials such as toys, computers, maths sets	- (-)	121 (42.01)	20 (6.95)	147 (51.04)	- (-)	288 (100)
Giving personal attention, intervention and teaching	16 (5.57)	97 (33.68)	13 (4.51)	148 (51.38)	14 (4.86)	288 (100)
Providing good hygienic conditions and environmental cleanliness	78 (27.08)	138 (47.92)	02 (0.69)	70 (24.31)	- (-)	288 (100)
Giving pupils the requisite psychological needs of love and security	- (-)	148 (51.39)	- (-)	- (-)	140 (48.61)	288 (100)
Holding high aspirations for the pupils	- (-)	241 (83.68)	8 (2.78)	39 (13.54)	- (-)	288 (100)
Serving as volunteers and local resource persons	- (-)	10 (3.47)	03 (1.04)	275 (95.49)	- (-)	288 (100)
Providing buildings, furniture and maintenance work for the school	- (-)	58 (20.14)	27 (9.38)	203 (70.49)	- (-)	288 (100)

(Source: Field Data – June 2010)

Key: SA = Strongly Agree, A = Agree, Nr = No Response, D = Disagree,

SD=Strongly Disagree

Table 9 illustrates the responses of 288 respondents with regards to the contributions they make towards the education of basic school pupils.

Among the many reasons, it can be observed that the major areas parents contribute are: paying for the children's welfare (such as pocket money, transportation, canteen); paying official and approved levies by Ghana Education Service; paying P.T.A. dues and other development levies; ensuring that pupils go to school regularly; feeding the pupils before they go to school; providing good hygienic conditions and giving pupils the requisite psychological need of love and security. On the issue of paying for the children's welfare 87.5% of the respondents strongly agreed and 11.8% agreed, none disagreed. On paying official and approved levies by G.E.S. also none disagreed. 92.04 and 6.94 strongly agreed and agreed respectively. There was however 2 (0.7%) non response. Further, on the issue of paying P.T.A. dues and other development levies, whereas 42.7% and 47.92% strongly agreed or agreed; only 3.13% and 6.25% strongly disagreed or disagreed. Whereas 17.01% and 69.79% of the respondents strongly agreed or agreed to the point of ensuring that pupils go to school regularly, only 9.38% disagreed. On feeding the pupils before they go to school, 93.4% strongly agreed, 4.59 % disagreed and 2.01% did not respond to that point. 27.08% of the respondent strongly agreed, 47.92% agreed, 0.69% did not respond and 24.31% disagreed to providing good hygienic conditions and environmental cleanliness. Finally, on the issues of giving pupils the requisite psychological need of love and security, whereas 51.39% agreed, 48.61% disagreed to that statement.

Other areas which are equally important to the educational development of the basic school pupils but do not receive much attention from parents were identified as: paying for resources (such as textbooks, exercise books, etc.), 75.7% disagreed, 10.1% strongly disagreed, 3.0% did not respond and 11.11% agreed to that statement. On attending P.T.A meetings, open/Speech days; only 3.47% strongly agreed. The majority thus, 80.2% and 16.32% disagreed or strongly disagreed to that statement. On the issue of paying teachers for additional lessons, special duties, extra classes, 13.19% agreed, 2.78% did not respond, 50% disagreed and 34.03% strongly disagreed. Whereas few respondents 12.85% agreed to motivating pupils to learn, as high as 87.15% of the respondents strongly disagreed. Further, on visiting children at school to assess their academic progress it is seen that, only 1.7% of the respondents did not respond, majority 98.3% disagreed and none agreed to doing that. 34.03% agreed to helping pupils to do their homework, 52.1% disagreed and 13.87% strongly disagreed. On encouraging pupils to read books and newspapers, 10.42% of the respondents agreed, 1.34% did not respond, 26.04% disagreed and 62.2% forming the majority of the respondents strongly disagreed to that. 'Motivating teachers for effective work', on this issue, 21.87% agreed and 78.13% strongly disagreed which implied parents do not do that. On the issue of providing learning materials, 42.01% agreed, 6.95% did not respond and 51.04% disagreed. On giving personal attention, intervention and teaching, 5.57% strongly agreed, 33.68% agreed, 4.51% did not respond, 51.38% disagreed and 4.86% strongly disagreed. Looking at the point on respondents serving as volunteers and local resource persons, 3.47%

agreed, 1.04% did not respond and the majority 95.49% disagreed. Finally, on providing building, furniture and maintenance work for the school, 20.14% agreed, 9.38% did not respond and 70.14% disagreed.

It could be concluded that the major contributions parents make towards the educational development of the basic school pupils in the Dodowa circuit of the Dangme West District are: paying for the children's' welfare (Such as pocket money, transportation to school, canteen); paying official and approved levies by Ghana Education Service; paying P.T.A. dues and other development levies; ensuring that pupils go to school regularly; feeding the pupils before they go to school; providing good hygienic conditions and giving pupils the requisite psychological need of love and security.

The findings are in line with the view of Akuffo (1978), who stated that there are school related expenses and contributions apart from fees. These are uniforms, stationary, furniture, school building fund, money for science and agricultural materials and tools. There is also an examination fee, daily pocket money for transportation and food which are paid. If parents have limited financial resources, the child's effort at school will be thwarted and this may predispose the child to stop school and affect children's educational development for good.

On the other hand, it was found out that, the areas where parents least support their children are: motivating pupils to learn, paying for resources such as textbooks, exercise books; attending P.T.A. meetings; paying teachers for additional lessons, special duties, extra classes; visiting pupils schools to assess

their academic progress; helping pupils to do their homework; encouraging pupils to read books and newspapers; motivating teachers for effective work; giving personal attention, intervention and teaching; serving as volunteers and local resource persons and finally providing buildings, furniture and maintenance work for the school. Even though motivation is very crucial in the educational development of the children, most parents do not motivate their children to learn.

The findings confirm what Graham (1964) contended: “.....parents also do not know how to motivate their children’s interest in school work” (p. 42). The findings is quite consistent with the view of Pecku (1991) who indicates that motivation also give rise to behaviour, it helps one to have the desire to achieve certain aims and that there is the need for parents to motivate their children to get the best educational attainment from them.

Also Arhinful (1974) wrote that a lot of parents show very little concern for the progress of their children’s’ studies. Where the children are day students the parents attention is almost always on the morning preparation for school, scarcely do they turn their attention to the school affairs of their wards, except when the unexpected happens. He suggested that, there should be a necessary condition of home issues with school performance to ensure educational development. The writer further urged parents to consult with teachers on their children’s academic progress at school whilst making effort to periodically monitor the results of what has been taught their children at school.

The finding of the study further supports the submission of Clark (1983) who reported that in the United States ineffective or inadequate parental assistance may lead a child to feel over whelmed and consequently to withdraw from school. Similarly, the finding of the study also corroborates Charles (1985) who submits that parents need to know: exactly what is expected of student; how those expectations are going to be enforced; how students are doing and what parents can do to help.

This finding implies that parents neglect some essential areas and only focused their attention on supporting specific areas. But the child must holistically be supported. Table 10 presents the perception of teachers on the means of parental contribution

Table 10

Teachers' Views on the Contribution Parents make

Contributions parents make	Number	Percent
Ensuring that pupils go to school regularly	38	95.0
Providing good hygiene	36	90.0
Paying official levies/ PTA dues	33	82.5
Attending PTA meetings	22	55.0
Providing resources (books, pen etc.)	20	50.0
Paying for extra classes	15	37.5
Helping pupils do homework	14	35.0
Providing loving guidance & training for children	12	30
Feeding pupils before they go to school	11	27.5
Motivating pupils to learn	10	25
Visiting children's school to assess their academic progress	10	25
Encouraging pupils to read books and newspaper	10	25
Serving as Volunteers and local resource persons	10	25
Providing furniture and maintenance work.	10	25

(Source: field data – June 2010)

Table 10 illustrates the responses of the 40 teachers and the circuit supervisor with regard to their perception on the contributions parents make towards the education, of their children. It can be observed that the major areas parents contribute which majority of the teachers indicates are: ensuring that

pupils go to school regularly 38 (95%); providing good hygiene 36 (90%); paying PTA/ official levies 33 (82.5 %;) and attending PTA meetings 22 (55.0).

Few teachers indicates that areas which parents least contribute are providing resources 20 (50%); paying for extra classes 15 (37.5%); helping pupils to homework 14 (35%); providing loving guidance and training for children 12 (30%); motivating pupils to learn 10 (25%); visiting children's school to assess their academic progress 10 (25%); encouraging pupils to read books and newspapers 10 (25%); serving as volunteers and local resource persons 10 (25%) providing furniture and maintenance work 10 (25%) and feeding pupils before they go to school 11 (27.5).

It could be concluded that the teacher's opinion on major areas parents contribute is similar to what the parents said they do. On the other hand, whereas most parents indicate that they feed their children before they come to school, teachers however disagree with that assertion and rather were of the view that most parents rather allow their children to come to school without food. Some parents only give these children some token money which many times seem woefully inadequate.

Table 11 presents the opinions of both parents and teachers on the rate or adequacy of parental contribution

Table 11

Teachers and Parents Opinions on the Rate/Adequacy of Parental Contribution

Adequacy of parental contribution	Number	%
Excellent	11	3.82
Very Good	07	2.43
Good	110	33.5
Fair	180	62.5
Poor	20	6.94
Total	328	100

(Source: Field Data June, 2010)

From Table 11 it is clear that the majority of the respondents 62.5% described the adequacy of parental contribution to be just fair, where as only 2.43% indicated that the adequacy of parental support is Very Good.

The study reveals that more than half of the respondents are not satisfied with the support parents give the basic school pupils in the area and described the rate or adequacy of support as only fair indicating that parents could still do better than that.

The finding is quite consistent with the views of Colman (1987) that the quality of educational information and reinforcement received from the home and the neighbourhood as well as the amount of interest and support parents invest in their children's education is a vital contribution towards the educational

development of basic school pupils (p.18). Table 12 presents information on P.T.A.

Table 12

Presence of P.T.As in Schools

Presence of PTA in school	Number	%
Yes	264	91.7
No	24	8.3
Total	288	100

(Source: Field Data June, 2010)

Table 12 shows that 91.7% of the respondents said that the schools within their community have Parent-Teacher Association (P.T.A.), while 8.3% of the respondents said their community schools do not have a P.T.A.

It could be concluded that most of the schools in the Dangme West District have P.T.A's.

This finding is in line with the view of Harter (1993) that teachers (and students' parents) must walk a thin line between providing the necessary support and encouragement for students to face "the great battle of life" on one hand and the equal necessity of keeping their feet securely planted in reality on the other. Also, G.E.S. (2008) attest that P.T.A. encourages co-operation between parents and teachers; makes parents feel that the school belongs to them; generates community support; promote the welfare of the children and the school. And above all help to solve problems of pupils, teachers and parents..... (G.E.S., p.

227). Table 13 provides information on recommendations made by P.T.As to the schools

Table 13

Recommendations/suggestions of PTA

Recommendations accepted	Number	%
All the time	30	10.2
Most of the time	189	65.63
Once a while	45	16.27
Never	24	7.9
Total	288	100

(Source: Field Data June, 2010)

A critical examination of the data from Table 13 shows that majority 65.63% of the parents agreed that their suggestions/recommendations are taken by the school authorities for implementation most of the time. 16.27% of the respondents indicated that their suggestions are taken once a while, 10.2% stated also that their suggestions are taken all the time, while 7.9% disclosed that their suggestions/recommendations are never accepted for implementation.

The research revealed that suggestions and recommendations given by majority of parents in the Dodowa Circuit of the Dangme West District are accepted by the school authorities for implementation most of the time.

Research Question 2

What perceptions do parents have of their role towards contributing to educational development of their children? The second research question posed on the study was ‘what perceptions do parents have of their role towards contributing to educational development of their children’. The role of parents in the life of children and their attainment of high academic performance cannot be over-emphasized. The type of support provided, conducive learning environment, and the parenting style he/she adopts directly or indirectly influence the educational development of the basic school pupil. Teachers’ commitments are equally influenced by the parents’ attitudes, behaviours and level of commitment. Table 14 presents the opinion of parents on the importance of their role of supporting their wards.

Table 14

Perception of Parents on the Importance of their Role of Supporting**Pupils in Education**

Perceptions of parents to their role	Response			Category		
	SA	A	NR	D	SD	T
Students learn seriously	11 (3.8)	256 (88.9)	4 (1.4)	17 (5.9)	-	288 (100)
Students attends school regularly	- (-)	208 (72.2)	- (-)	80 (27.8)	- (-)	288 (100)
Students perform well academically	- (-)	282 (97.9)	- (-)	06 (2.1)	- (-)	288 (100)
Monitoring both teachers and pupils	183 (63.5)	90 (31.3)	- (-)	- (-)	15 (5.2)	288 (100)
Teachers are motivated to work hard	- (-)	91 (31.6)	109 (37.8)	- (30.6)	- (-)	288 (100)
Promote good morals and social behaviour	282 (97.9)	- (-)	- (-)	- (-)	06 (2.1)	288 (100)
Pupils attend good school of their preference	- (-)	288 (100)	- (-)	-	- (-)	288 (100)
Pupils school related problems are solved	49 (17)	174 (60.4)	- (-)	65 (22.6)	- (-)	288 (100)
Pupils have high esteem, self confidence and respect	- (-)	29 (10.1)	53 (18.4)	206 (71.5)	- (-)	288 (100)
Pupils psychological needs are met	179 (61.5)	83 (28.8)	- (-)	28 (9.7)	- (-)	288 (100)
Instilling high discipline	SA -	A 7	NR -	D 281	SD -	T 288

among pupils	(-)	(2.4)	(-)	(97.6)	(-)	(100)
Low incidence of adjustment problems, delinquency	- (-)	60 (20.8)	17 (5.9)	- (-)	211 (73.3)	288 (100)
School phobia pupils are motivated to remain in school	165 (57.3)	97 (33.7)	26 (9.0)	- (-)	- (-)	288 (100)
Pupils get quality time and attention from parents	- (-)	288 (100)	- (-)	- (-)	- (-)	288 (100)
Keeps parents abreast with trends and problems off the school	84 (29.2)	186 (64.6)	9 (3.1)	- (3.1)	- (-)	288 (100)
Parents remain sympathetic to the schools financial demands	- (-)	18 (6.3)	- (-)	102 (35.4)	168 (58.3)	288 (100)

(Source: Field Data – June 2010)

Key:

SA=Strongly Agree, A=Agree, NR=No Response, D=Disagree, SD= Strongly Disagree

With regards to the perception of parents on the importance of their role of supporting pupils, it is observed from Table 14 that 88.9% of the respondents indicated that they agree that their support enables students to learn seriously, while 5.9% disagree, 1.4% did not respond and 3.8% strongly agree. On the issue of students performing well academically 97.9% agreed and only 2.1% disagreed. On students attending school regularly 72.2% agreed and 27.8% disagreed. Also on monitoring both teachers and pupils, 63.5% strongly agreed. 31.3% agreed 5.2% strongly disagreed. 31.6% agreed to the statement that teachers are motivated to work hard, 37.8% did not respond while 30.6% disagreed. On the statement pupils school related problems are solved, where as 60.4% agreed forming the majority, only 22.6% disagreed.

Further, quite a majority 97.9% agreed that parental support promote good morals and social behaviour, while 2.1% strongly disagree. On the issue that pupils attend good schools of their preference all the respondents 100% agreed to that statement. Also on pupils having high esteem, self confidence and respect from peers, 10.1% agreed, 18.4% did not respond, and more than half of the respondents 71.5% disagreed. Majority 99.3% agreed that parental support enables pupils to set high objectives for their future career, while 0.7% did not respond. More than half of the respondents either strongly agreed (61.5%) or agreed (28.8%) that pupils' psychological needs of love, security and economic are met, while 9.7% of the respondents disagreed. On the issue of instilling high discipline among pupils majority of the respondents thus 97.6% disagreed whereas only 2.4% agreed. Further majority of the respondents 73.3% strongly

disagreed to the issue that parental support brings low incidences of adjustment problems and delinquency whereas 20.8% agreed and 5.9% did not respond. On school phobia pupils are motivated to remain in school, a total of 91.0% either agreed or strongly agreed and 9.0% did not respond. Considering the statement that pupils get quality time and personal attention from parents all the respondents (100%) agreed to this statement. 6.3% agreed, 35.4% disagreed and 58.3% disagreed strongly to the issue that parents remain sympathetic to the school's financial demands.

The study sought to find out the perceptions parents have of the importance of their role towards contributing to educational development of their children. The research revealed that, most of the parents in the circuit indicated that parental support enables the students to learn seriously, allows students to attend school regularly; enables students to perform well academically, monitors both teachers and pupils; promote good moral and social behaviour, allows pupils to attend good schools of their preference; pupils school related problems are solved; sets high objectives for their future career; pupils psychological needs of love, security and economic are met; school phobia pupils are motivated to remain in school, and pupils get quality time and personal attention from parents.

Ranking the perceptions of the parents it could be adduced from the study further that, all the respondents held similar opinion that when parents support, pupils get quality time and personal attention from parents; set high objectives for their future career and finally pupils get the opportunity to attend good schools of their preferences.

The findings falls in line with Lucky (1974) who stated that adolescents often make their choice of career in accordance with aspirations held for them by their parents.

It also corroborates Lipsett (1961) who reported that youngsters from the upper and middle classes who have absorbed the educational attitudes of their social groups tend to aspire to higher occupations.

Similarly, the findings confirms the assertion of Dave (1963) who stated that parents who set high standards and have high aspirations for their children are likely to have achieving children.

Research Question 3

What challenges do parents face in contributing to educational development of basic school pupils?

It is evident that there are numerous factors that hamper the efficiency and effectiveness of parental support. In pursuance of these, research question three sought to investigate the challenges parents face in contributing to the educational development of basic school pupils. Table 15 presents the responses from the respondents on the perceived challenges parents face. It is used to answer research question three accordingly.

Table 15

Challenges Parents Face

Challenges parents face	Response		Category	
	SA/A	NR	D/SD	T
Problems with single step parenting/divorced	154 (53.47)	18 (6.25)	116 (40.28)	288 (100)
Unemployment	22 (7.64)	- (-)	266 (92.36)	288 (100)
Inadequate time	39 (13.54)	12 (4.17)	237 (82.29)	288 (100)
Large family size	288 (100)	- (-)	- (-)	288 (100)
Financial constraints/low in-come	288 (100)	- (-)	- (-)	288 (100)
High cost of living	284 (98.61)	4 (1.39)	- (-)	288 (100)
Scarce resources	189 (65.63)	- (-)	99 (34.37)	288 (100)
Administrative bottle necks	57 (19.79)	21 (7.29)	210 (72.84)	288 (100)
Interest, attitude of parents	279 (96.88)	- (-)	09 (3.12)	288 (100)
Frequent changes in educational policies	159 (55.21)	06 (2.08)	123 (42.71)	288 (100)
Different political ideologies	33 (11.46)	97 (33.68)	158 (54.86)	288 (100)
Involving pupils in business,	87	09	192	288

CHALLENGES	SA/A	NR	D/SD	T
withdrawing them from school in order for them to sell	(30.20)	(3.13)	(66.67)	(100)
Misconceptions held about teachers	- (-)	- (-)	288 (100)	288 (100)
Cultural and some traditional believes and practices	68 (23.61)	11 (3.82)	209 (72.57)	288 (100)
Introduction of capitation grant and FCUBE policies	07 (2.43)	- (-)	281 (97.57)	288 (100)
Unavailability of most educational materials in the market	75 (26.04)	15 (5.21)	198 (68.75)	288 (100)

(Source: Field Data – June 2010)

Key:

SA/A = Strongly Agree/Agree, NR = No Response, D/SD=Disagree/Strongly Disagree

A look at Table 15 shows that all the respondents (100%) were of the opinion and agreed/strongly agreed that financial constraint (low in-come) and large family size were their greatest challenge. In addition, majority of the respondents 96.88% and 98.61% indicated their challenges to be interest, attitude of parents and high cost of living. It is observed also that other challenges which more than half of the parents agreed or strongly agreed also includes frequent changes in educational policies in Ghana (55.2% SA/A, 42.71% SD/D and 2.08% did not respond). Scarce resources (65.63% SA/A, and 34.37% D/SD) and problems associated with single/step parenting or divorced representing (53.47% SA/A, 6.25% did not respond, 60.28% strongly agreed or agreed).

Going by the analysis, it can therefore, be concluded that the major challenges parents in the Dodowa Circuit of Dangme West District face in contributing to educational development of basic school pupils includes: financial constraints (low income) and large family size.

The findings agree with the view of Galloway (1985) who noted that the socio-economic status of parents affect their children's education. He said as a result of financial hardships children persistently absent themselves from school to work to supplement their parents' efforts. Parents who are rich are able to educate their children to any level while the poor are restrained. Few children with poor parents are able to make it but the greater percentage is always down the ladder while the rich continue to enjoy good education.

Finally, the findings confirm the view of Downey (1995) who found out that, the availability of parental resources decrease as the number of siblings

increase and that, this explains most or all of the inverse relationship between sibling size and educational outcomes.

Additionally, it is revealed that other challenges which averagely the respondents indicated includes: interest and attitude of parents; high cost of living; frequent changes of educational policies in Ghana; scarce resources and problems associated with single/step parenting or divorced.

This findings implies that most parents have low interest and poor attitude towards their children's' education, in the Dangme West District.

However, the findings of the study disagrees with Pigeon (1959) who contended that the most important factor bearing on the educational progress of all factors was the attitude of the child's parents. He stressed that, children of parents who have positive attitude towards education, whether rich or poor do well at school.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the research study and also presents a summary of the findings of the study as well as conclusions drawn from the findings. Based on the findings and conclusions drawn from the study, recommendations are also made to guide educational practitioners and stakeholders.

Overview of Study

The main purpose of this study was to find out the major contributions parents in the Dodowa Circuit of the Dangme West District make towards the educational development of basic school pupils, their perceptions of the importance of their role and the challenges they face in supporting the basic school pupil, as well as perception of teachers/Cs on the contribution parents make. In pursuance of these objectives, the descriptive survey design was used for the study. Questionnaire was used as the main instrument for data collection to arrive at an understanding of this phenomenon. The researcher with the help of the dissertation supervisor designed the questionnaire.

The population of the study comprised the entire parents of pupils in the basic schools in the Dodowa Circuit of the Dangme West District, including the circuit supervisor as well as head teachers and teachers. A total of 40 schools to which 10 was selected were involved in the study. Since the study concerned a

vast community, 20% of the parents were sampled giving a size of 300, 39 teachers and the circuit supervisor were selected as well making a total of 340 respondents in all as the sample size. The pupils were sampled through a simple random sampling technique using the class list through which their respective parents were reached accordingly. The head teachers and the circuit supervisor were purposively sampled whereas the teachers were also randomly selected. The researcher personally administered the instruments. The participants who were literate were provided questionnaires and given one week to respond to, after which the researcher went back to retrieve them. Those illiterate participants were given necessary help to respond.

Summary of Key Findings

The main findings of the research were as follows:

1. Parental contributions, mostly take the form of giving out money and other financial payments.
2. The major or key contributions parents make towards the educational development of their children are: paying for the children's welfare (such as pocket money, transportation to school, canteen); paying of official and approved levies by the G.E.S.; paying P.T.A. dues and other development levies; ensuring that pupils go to school regularly; feeding the pupils before they go to school; providing good hygienic conditions and giving pupils the requisite psychological needs of love and security.

3. Areas/aspects which are equally important for the educational development of the child but parents seems to offer least contribution includes: motivating pupils to learn; paying for resources (such as textbooks, exercise books); attending P.T.A meetings; paying teachers for additional lessons, special duties, extra classes organized; visiting pupils schools to assess their academic progress; helping pupils to do their home work; encouraging pupils to read books and newspapers; motivating teachers for effective work; giving personal attention, intervention and teaching; serving as volunteer and local resource persons and finally, helping in providing building, furniture and maintenance work for the school.
4. Most of the schools in the Dangme West District have P.T.As.
5. Suggestions and recommendations given by majority of the parents are accepted by the school authorities for implementation, most of the time.
6. The importance of parental support to the educational development of the basic school pupils includes: enabling the pupils/students to learn seriously, allowing the pupils/students to attend school regularly; students performing well academically; helps in monitoring both teachers and pupils; promoting good morals and social behaviour; making pupils to attend good schools of their preference; solving pupils school related problems; setting high objectives for their future concerns; meeting their psychological needs (of love, economic and

security); encouraging irregular pupils to be regular and giving pupils (students quality time and personal attention.

7. The main importance of parental support was revealed in the study to be: pupils getting quality time and necessary personal attention from parents; they set high objectives for their future careers and finally they get the opportunity to attend good schools of their preference.
8. The major challenge parents in the Dodowa Circuit of the Dangme West District face in their role of contributing to educational development of basic school pupils are: financial constraints (low income) and large family/sibling size.
9. Teachers are of the view that most parents do not feed their children before they come to school as indicated by the parent, but rather give them money to come to school. What they buy is inadequate for these children.

Conclusions

On the basis of the findings of the study the following conclusions are drawn. The major contributions parents make towards the educational development of their children are: paying for their children's welfare (pocket money, T&T to school, money for canteen); paying of official and approved levies by the G.E.S., and other P.T.A. dues and levies; ensuring that pupils go to school regularly; feeding the pupils before they go to school; providing good hygienic conditions and giving pupils the requisite psychological needs of love and security.

It may also be concluded that parents view the following areas as the importance of their role of supporting their children: pupils do get quality time and the necessary personal attention from parent; they get high objectives for their future careers and finally the pupils get the opportunity to attend good schools of their choices. Finally, the major challenges parents face in their role of contributing to the educational development of the basic school pupil include: financial constraints (low-income), and large family or sibling size.

Recommendations

In the light of the findings of the study and conclusions drawn, the following recommendations are made:

1. Parents should be educated and encouraged by stakeholders (Opinion leaders, NGO's, government, teachers, school administrators and missions) on the need to invest in their children's education by contributing in diverse ways, covering other areas identified in this study where they least contribute, to support their children's educational development.
2. Parents should be counselled by educators to realize the importance of motivating their children to learn, acquiring resources for the pupils such as text books, exercise books; attending P.T.A. meetings, visiting their children's school to assess their academic progress; giving personal attention and helping them do their home work.
3. Stakeholders (Ministry of Education, Ghana Education Service) should communicate to parents (via training programmes, P.T.A. meetings,

open days), that their contributions and support will make a great difference in the children's school performance and that they are co-partners in the education process hence they should devote time for their children's education.

4. School authorities should try and involve parents in school activities such as opportunities to serve on school committees like building, sports, school management committee, fund raising committee, P.TA's
5. Parents should be invited to observe programmes such as quiz competitions, debates, and other competitions to be held at school. Organization of community level school performance appraisal meeting (SPAM) must be prompt and timely.
6. The District Assembly, Municipal and Metropolitan Assemblies, Churches, NGO's, foundations, chief and traditional councils should give some kind of assistance or scholarships to needy and brilliant children.
7. Teachers should request from parents to append their signatures after the child finishes home work to indicate that the parents did help the child to do the homework

Suggestions for Further Research

This study could not investigate into the effects of parental attitude (both positive and negative) on their children's educational achievement, effects of divorced/step parenting on parental contribution and the kind of parental

occupation and its impacts on how parents contribute; which were realized by the researcher as potential factors that could affect parental contribution to education.

These are areas that could be investigated in future. This will enable stakeholders to have a comprehensive view about parental involvement in educating the child.

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APPENDIX A
UNIVERSITY OF CAPE COAST

INSTITUTE FOR EDUCATIONAL PLANNING AND ADMINISTRATION (IEPA)

Research Questionnaire

Topic: Assessment of parental contribution towards the educational development of basic school pupils in the Dodowa Circuit of the Dangme West District.

Respondents: Circuit Supervisor, Head Teachers, Teachers, and Parents.

INTRODUCTION

The researcher is a student of the University of Cape Coast pursuing a Master of Education (Administration) Degree. As part of the programme he is to research into the stated topic in the Dodowa circuit of the Dangme West District. The purpose of the Survey conducted is therefore to gather information on parental contribution towards the educational development of Basic School pupils. This Survey is purely an academic exercise and the data collected will be treated very confidential.

Thank you for your time and co-operation.

INSTRUCTION: Tick (✓) the appropriate box and supply information in the space provided where necessary.

SECTION A
BIOGRAPHIC DATA OF RESPONDENTS:

- | | | |
|----------------------------|-------------------------|-----|
| (1). Age: | a. 18 – 29 years | [] |
| | b. 30 – 39 years | [] |
| | c. 40 – 49 years | [] |
| | d. 50 and above | [] |
| (2). Gender: | a. Male | [] |
| | b. Female | [] |
| (3). Marital Status: | a. Single | [] |
| | b. Married | [] |
| | c. Separated | [] |
| | d. Divorced | [] |
| | e. Widowed | [] |
| (4). Educational Standard: | a. No Formal Education | [] |
| | b. Primary / Elementary | [] |

- c. Secondary []
- d. Tertiary []

- (5). Occupation:
- a. employed in Formal sector []
 - b. unemployed []
 - c. Self Employed []

- (6). Number of Children:
- None []
 - 1 – 2 []
 - 3 – 4 []
 - 5 – 6 []
 - 7 or more []

SECTION B

WAYS PARENTS CAN CONTRIBUTE TOWARDS THE EDUCATIONAL DEVELOPMENT OF BASIC SCHOOL PUPILS:

(7). what type of assistance or contribution is usually given by parents to the pupils and the school?

- a. Financial / Money []
- b. Materials []
- c. Service []
- d. All []

(8). Indicate (according to the level) ways that parents in your community do contribute towards the educational development of basic School Pupils:

	5	4	3	2	1
Means of parental contribution	Strongly agree	Agree	No response	Disagree	Strongly disagree
1. Paying for the children’s welfare (such as pocket money, T&T, canteen)					
2. Paying for resources (such as Text books, Exc. books, uniforms, desk etc.)					
3. Attending P.T.A meetings / Open days/ Speech days					
4. Paying official and approved levies by GES					
5. Paying PTA dues / other development levies					
6. Paying teachers for additional lessons, special duties , extra classes or remedial					

7. Motivating Pupils to learn					
8. Visiting their children's schools to assess their academic progress and discussing their school related problems with teachers					
9. Helping pupils to do their home work					
10. Ensuring that they go to school regularly					
11. Providing consistent and loving guidance / training for their children & talking to them					
12. Encouraging pupils to read books and newspapers					
13. Feeding the pupils before they go to school					
14. Motivating teachers for effective work					
15. Providing learning materials such as toys, computers, maths Sets and Desk					
16. Giving personal attention, intervention and teaching					
17. Providing good hygienic conditions and environmental cleanliness					
18. Giving pupils the requisite psychological needs of love and security					
19. Holding high aspirations for the pupils					
20. Serving as volunteers and local resource persons					
21. Providing buildings, furniture and maintenance work for the school					

(9). How will you rate the adequacy of parental contribution (s) towards the educational development of Basic School pupils (students)?

- a. Excellent []
- b. Very Good []
- c. Good []
- d. Fair []
- e. Poor []

(10). Does the school have a Parent –Teacher Association (P. T. A)?

- a. Yes []
- b. No []

(11). Are the recommendations and Suggestions of the PTA accepted by the school authorities for implementation?

- a. All the time []
- b. Most of the time []
- c. Once a while []
- d. Never []

SECTION C

PERCEPTIONS OF PARENTS ON THE IMPORTANCE OF THIER ROLE OF SUPPORTING PUPILS IN EDUCATION:

12.Perceptions of parents to their role:	5	4	3	2	1
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Encourages pupils/students to learn seriously					
2. Motivate pupils/students to attend school regularly					
3. Enables them to perform academically well and obtain good results					
4. monitoring both teachers and pupils					
5. Teachers are motivated to work hard					
6. Promotes good morals and social behaviour					
7. Pupils attend good schools of their preference					
8. Pupils school related problems are solved					

9. Pupils have high- esteem ,self- confidence and respect among peers					
10. They set high objectives, targets for their future career					
11. Psychological needs of love, security, and economic are met					
12. Instilling high discipline among pupils					
13. Low incidence of adjustment problems, delinquency					
14. School phobia pupils are motivated to remain in school					
15. Pupils get quality time and personal attention from their parents					
16. keeps parents abreast with trends and problems of the school					
17. Parents remain sympathetic to financial demands made by school authorities					
18. There exist a strong link between the home and school when parents support					

SECTION D:

CHALLENGES PARENTS FACE IN CONTRIBUTING TO EDUCATIONAL DEVELOPMENT:

Challenges parents face :	5	4	3	2	1
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Problems with Single / Step parenting / Divorced					
2. Unemployment					
3. Inadequate Time					
4. Large Family Size					
5. Financial Constraints/low income					

6. High Cost of living					
7. Scarce resources					
8. administrative bottlenecks					
9. Interest, attitude of parents					
10. Frequent changes in educational policies					
11. Different political ideologies					
12. Involving pupils in business, withdrawing them from school in order for them to sell					
13. Misconceptions held about teachers					
14. Cultural and some traditional believes and practices					
15. Introduction of Capitation Grant and fCUBE					
16. Unavailability of most educational materials in the market					

THANK YOU.

APPENDIX B

DANGME WEST DISTRICT PROFILE

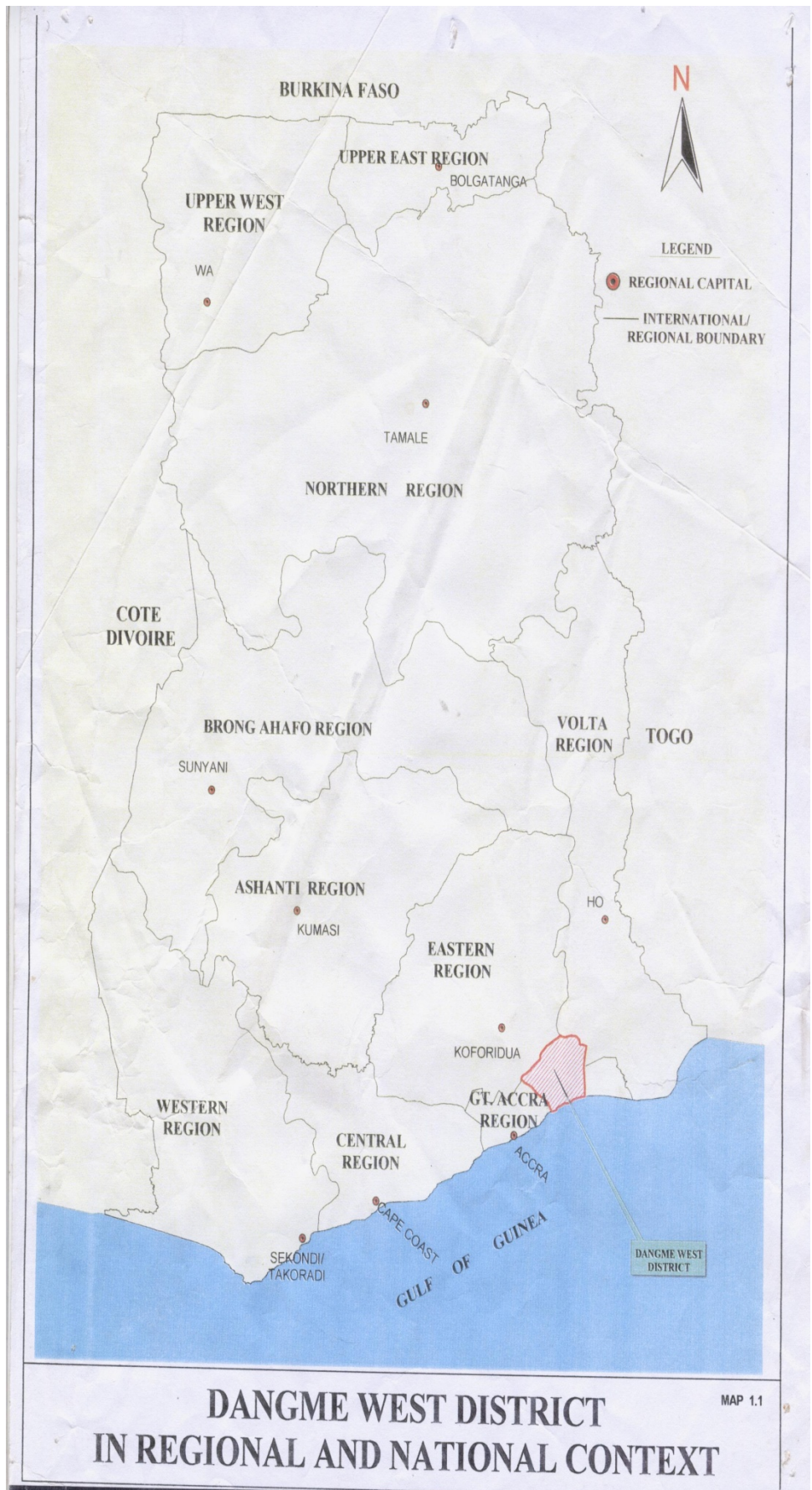
Location and size	<ul style="list-style-type: none"> ❖ Southern Ghana ❖ Greater Accra Region of Ghana ❖ 1,442sq km ❖ Latitudes 5°54' and 6°05' N ❖ Longitude 0°05' E and 0°20' W ❖ Largest District in Greater Accra Region ❖ Occupies 41.5% of Greater Accra Regional Land Area ❖ Predominantly Rural
Date of Redemarcation	<ul style="list-style-type: none"> ❖ July 1988
Boundaries	<ul style="list-style-type: none"> ❖ North – Eastern: North Tongu District ❖ North West: Yilo and Manya Krobo Districts ❖ West: North Akwapim Districts ❖ South - West: Tema District ❖ South: Gulf of Guinea ❖ East: Dangme East District
Geological Structure	<ul style="list-style-type: none"> ❖ Ancient igneous rocks (major part) ❖ Dahomeyan gneiss and schists ❖ Large inselbergs (isolated rocky hills) in the north and centre ❖ Fine grained metamorphosed rock rich in minerals (eastern belt)
Soils	<ul style="list-style-type: none"> ❖ Akuse Series: Large central to eastern parts of district (black clays) ❖ Oyarifa Series: deep, red, well-drained loamy soil (foot slopes of Akwapim range) ❖ Simpa - Doryumu – Agawtaw: Brownish grey slight Loam Doryumu / Kodiabe areas ❖ Agawtaw Series: Grey brown soils, Extreme eastern to southern parts. ❖ Amo and Tefle: Poorly drained. Sandy, silty and clay soils. North and northeast portion. ❖ Coastal Sand dunes: Sandy, along the coast. ❖ Toje – Agawtaw: Mixture of red soil and grey brown impervious clays
Climate	<ul style="list-style-type: none"> ❖ Temperatures: 30 C – 40 C ❖ Hottest Months – November – March ❖ Coldest Month – July – August ❖ Rainfall: 762.5 millimetres – 1220 millimetres

	<ul style="list-style-type: none"> ❖ Major season: April – July ❖ Minor season: September - November
Vegetation	<ul style="list-style-type: none"> ❖ South Eastern coastal plains ❖ Sub-sahelian type, short grass savannah interspersed with shrubs and short trees ❖ Light forest with tall trees along foothills of Akwapim Range ❖ Tall swampy grass and tall grass savannah in Volta flood plain
Agriculture	<ul style="list-style-type: none"> ❖ Total cultivable land; 129, 600 hectares ❖ Total land under savannah grassland 32, 400 hectares ❖ Total land under Forest – 1,372.01 hectares ❖ Total land under cultivation – 45,600 hectares ❖ Average farm size 2.5 hectares¹ <p>Land acquisition</p> <ul style="list-style-type: none"> ❖ Family head ❖ inheritance ❖ Private Lease
Relief	<ul style="list-style-type: none"> ❖ Forms central portion of Accra plains ❖ Relief is gently undulating with few prominent inselbergs, isolated hills, outliers and knolls scattered erratically over the area ❖ Heights above sea level – not exceeding 70 metres
Drainage	<ul style="list-style-type: none"> ❖ Generally dendritic ❖ Most streams take their source from the Akuapim range, then flows into lagoons on the coast ❖ Most streams are seasonal
Demography	<p>Population Size</p> <ul style="list-style-type: none"> ❖ 1960 (Census Report) – 42,839 ❖ 1970 (Census Report) – 52,906 ❖ 1984 (Census Report) – 70,360 ❖ 2000 (Census Report) – 96,809 ❖ 2009 projected - 135,145

	<p>Growth Rate</p> <ul style="list-style-type: none"> ❖ 1960 – 1970 : 2.1% (District) ❖ 1970 – 1984 : 2.1% (District) ❖ 1970 – 1984 :- 2.6% (National) <p>Projected Population Size</p> <p>(1990)</p> <ul style="list-style-type: none"> ❖ 79,708 (2.1% annual growth rate) <p>(2004)</p> <ul style="list-style-type: none"> ❖ 106,974 (2.1% annual growth rate) <p>(2009)</p> <ul style="list-style-type: none"> ❖ 135,145 (4.4% annual growth rate) <p>Age-Sex Distribution</p> <ul style="list-style-type: none"> ❖ Males – 48.2% ❖ Females – 51.8% ❖ Sex Ratio – 93 males to 100 females <p>Rural – Urban (2000 pop Census)</p> <ul style="list-style-type: none"> ❖ Rural – 76.4% ❖ Urban – 23.6%
Percentage group of population	<ul style="list-style-type: none"> ❖ 0-14 (4.6%) ❖ 15-29 (36.3%) ❖ 30-44 (43.0%) ❖ 45-49 (9.1%) ❖ 50-59 ❖ 60-74 (4.1%) ❖ 75+ (2.9%)
Settlements	<ul style="list-style-type: none"> ❖ About 231 settlements ❖ Major settlements: Dodowa, Old Ningo, Prampram, Asutsuare, Dawhenya, Afienya
Ethnicity and Religious	<ul style="list-style-type: none"> ❖ Christians – 74.7% ❖ Muslims – 4.0% ❖ Others – 21.3% <p>Ethnic Group</p> <ul style="list-style-type: none"> ❖ Dangme (Dominated)

	<ul style="list-style-type: none"> ❖ Ewes ❖ Akans ❖ Northern decent
Agricultural Activities	<ul style="list-style-type: none"> ❖ Agricultural Areas and access to Extension Service ❖ 65% of labour force engaged in crop farming, fishing, livestock and forestry ❖ Major Crops: cassava, maize, rice, pepper legumes <p>Horticultural Crops</p> <ul style="list-style-type: none"> ❖ Fruits – Mangoes, pineapple, cashew, watermelon ❖ Fresh Vegetables – Cabbages, Lettuce, Pepper, Cucumber
Non- Agricultural Activities	<ul style="list-style-type: none"> ❖ Small-scale industries present ❖ Agro based ❖ Wood related ❖ Mining / quarrying ❖ Construction and building ❖ Vehicle repair and maintenance ❖ Charcoal production ❖ Salt Industry ❖ Beekeeping
Tourist Sites	<ul style="list-style-type: none"> ❖ Shai Hills Resource Reserves ❖ Dodowa Forest ❖ Coastal Beaches ❖ Chenku Falls ❖ Adumanya Aplary
Roads	<ul style="list-style-type: none"> ❖ Two (2) first class roads (Tema-Akosombo & Tema-Aflao) ❖ Seven (7) second class roads. Two (Adenta-Dodowa and Dawhenya-Prampram) are in good motorable condition while the other five are in a fairly good motorable condition. ❖ More than twenty eight (28) Feeder Roads spanning 456 kilometres that link various communities and farming areas as well as the major trunk roads
	<p>2009 Figures</p> <ul style="list-style-type: none"> ❖ 132 Pre-schools (63 private, 69 public)

<p>Education</p>	<ul style="list-style-type: none"> ❖ 131 primary schools (52 private, 79 public) ❖ 71 Junior High Schools (15 private, 56 public) ❖ 6 Senior High Schools (3 private, 3 public) ❖ Women's Training Centre – Prampram ❖ MacAshleys' Technical Institute – Prampram ❖ Afiinya Youth Leadership Training Centre ❖ Sakumono Institute of Technology, Dawhenya ❖ 2 Integrated Community Centres for Employable Skills (Dodowa, Agomeda) ❖ Dipo Vocational School – Kordiabe ❖ Secretarial and Accountancy School, Ayikuma
<p>Health, Water and Sanitation</p>	<p>2009 Situation</p> <ul style="list-style-type: none"> ❖ 1 District Hospital - Dodowa ❖ 9 CHPS Zone - Agomeda, Ayikuma, Dawhenya, New Ningo, Nyigbenya, Lekpongunor, Agortor, Osuwem, Tokpo ❖ 3 Health Centres - Prampram, Old Ningo, Osudoku ❖ 2 Private Clinics – (Ebenezer Clinic at Prampram, Godia Clinic at Dawhenya) ❖ 1 Private Medical Centre (Omari Medical Centre at Mataheko) ❖ 2 Private Maternity Homes (Gloria Maternity Home at Afiinya, Grace Maternity Home, Dodowa) ❖ 2 Quasi-Government Institutions (Afiinya Youth Leadership Clinic, St. Andrews Clinic at Kordiabe) <p>Major Diseases</p> <ul style="list-style-type: none"> ❖ Malaria, Other ARI (Acute Respiratory Infections), Skin Diseases and Ulcers, Hypertension, Diarrhoea, Rheumatism and Joint Pains, Anaemia, Intestinal Worms, Home Accidents, Acute Eye Infections <p>Water Supply:</p> <ul style="list-style-type: none"> ❖ Pipe-borne & Boreholes – 72% ❖ Other Sources – 28%
<p>Energy</p>	<p>Domestic Use:</p> <ul style="list-style-type: none"> ❖ Fuel wood – 70% ❖ Gas & Kerosene – 20% ❖ Electricity – 10% <p>Power Supply:</p> <ul style="list-style-type: none"> ❖ Electricity - 48% (2008)



**DANGME WEST DISTRICT
IN REGIONAL AND NATIONAL CONTEXT**

MAP 1.1

APPENDIX C



UNIVERSITY OF CAPE COAST
FACULTY OF EDUCATION
INSTITUTE FOR EDUCATIONAL PLANNING AND ADMINISTRATION

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Ghana

October 19, 2009

Our Ref. EP/144.8/2/32

Director of Education
Dangme West District Education Office
Box 45
Dodowa

LETTER OF INTRODUCTION

The bearer of this letter, **Mr. Emmanuel Kwame Aboagye** is a graduate student of the Institute for Educational Planning and Administration of the University of Cape Coast. He requires some information from your outfit for the purpose of writing a dissertation as a requirement of M.Ed degree programme.

We should be grateful if you would kindly give him the necessary assistance to enable him collect the information he requires from your outfit.

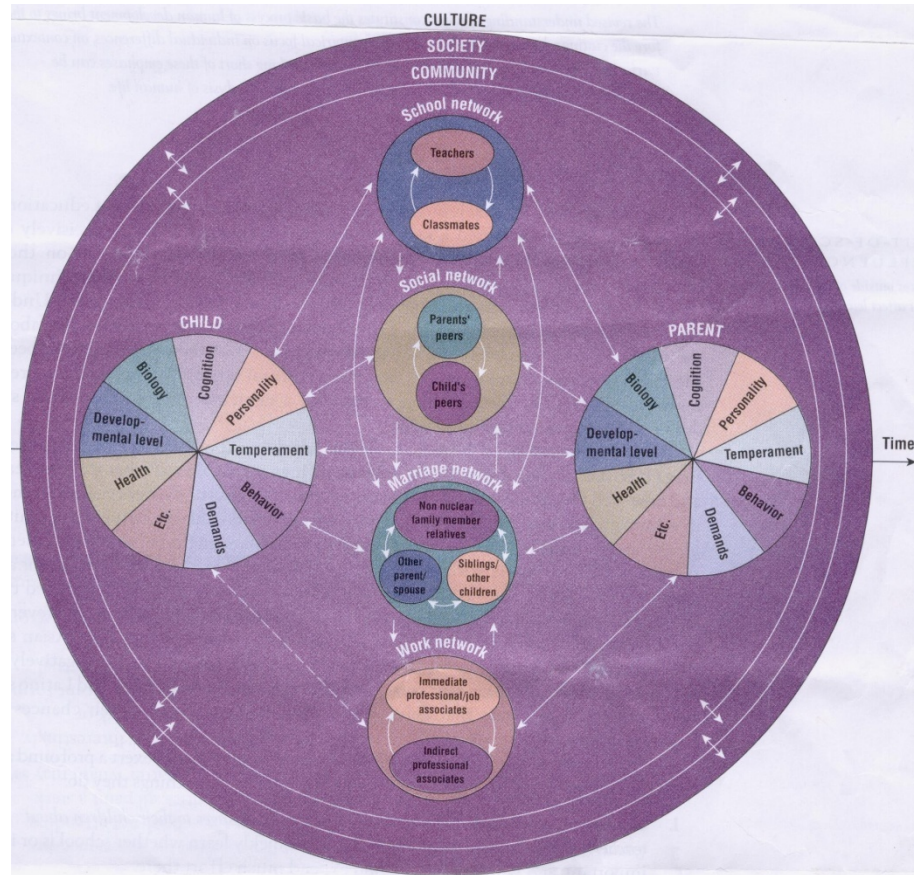
While anticipating your cooperation, we thank you for any help that you may be able to give.

Mr. Y. M. Anhwere
Assistant Registrar
for Director

FACULTY OF EDUCATION
INSTITUTE FOR EDUCATIONAL
PLANNING & ADMINISTRATION
UNIVERSITY OF CAPE COAST
CAPE COAST

APPENDIX D

A development Contextual model of person–Context Interaction



(Source: Lerner R. (1991), "Changing Organism-Context relations as the basic process of development" *Developmental psychology*, volume 27(1), (P. 27-32)

APPENDIX E

Population of Pupils

School	K.G		Primary		JHS	
	B	G	B	G	B	G
Dodowa Shai D/A	52	35	130	119	164	163
Dodowa St. Agnes	15	16	130	132	52	56
Sota D/A	22	27	51	53	12	15
Presby '1'	15	11	125	129	67	63
Presby '2'	44	49	120	134	67	67
Fiakonya D/A	30	34	71	69	06	06
Odumse D/A	22	14	85	77	26	41
Dodowa N/T D/A	40	46	268	259	109	83
Meth. '1'	31	34	68	55	40	40
Meth. '2'	37	34	124	118	53	40
Anyenyah Ophan	04	14	47	36	-	-
Ayikumah Meth	25	28	173	163	15	16
Ayikunah R/C	17	24	-	-	-	-
Ayikumah Islamic	07	08	31	25	-	-
Otcherbleku D/A	-	-	36	28	-	-
TOTAL	361	374	1459	1397	611	590

(Source: GES – District Statistics Unit – Dodowa May, 2010).

Key B = Boys, G = Girls

Table 2

Population of Teachers and Head teachers

NAME OF SCHOOLS	K.G		PRIMARY		JHS	
	M	F	M	F	M	F
Dodowa D/A	-	2	2	4	4	1
St. Agnes R/C	-	2	2	5	4	1
Sota D/A	-	1	2	4	3	1
Presby '1'	-	2	1	5	3	5
Presby '2'	-	2	1	5	6	1
Fiakonya D/A	1	1	2	4	5	1
Odumse D/A	-	1	3	3	4	2
Dodowa N/T D/A	-	2	2	5	7	5
Meth. '1'	-	1	2	4	4	4
Meth. '2'	-	2	1	5	3	2
Anyenyah Ophan	-	1	3	1	-	-
Ayikumah Meth	-	2	2	4	2	1
Ayikunah R/C	-	2	0	4	3	3
Ayikumah Islamic	-	1	1	1	-	-
Otcherbleku D/A	-	-	3	3	-	-
TOTAL	01	22	27	57	48	27

(Source: GES – District Statistics Unit – Dodowa May, 2010).

Key: M=Male, F=Female

APPENDIX F

PRE-TESTING OF INSTRUMENT

1. RELIABILITY ANALYSIS

The internal consistencies in the various variables obtained are very high. The Cronbach α values obtained for means of parental contribution, perception of parents to their roles and challenges parents face are all above 0.7 which shows that the reliability of the responses is very high. See table below:

Assessment of parental contributions	Number of items	Cronbach α
MEANS OF PARENTAL CONTRIBUTION	21	0.9628
PERCEPTION OF PARENTS TO THEIR ROLES	17	0.9412
CHALLENGES PARENTS FACE	16	0.8411

2. ITEM ANALYSIS

MEANS OF PARENTAL CONTRIBUTION		MEAN	STD DEV	$\alpha=0.9628$
1.	B1	3.9231	1.5525	
2.	B2	4.0000	1.0000	
3.	B3	3.8462	1.2142	
4.	B4	3.8462	1.2810	
5.	B5	4.0000	.9129	
6.	B6	3.3846	1.2609	
7.	B7	3.9231	1.3205	
8.	B8	3.5385	1.4500	
9.	B9	3.6923	1.2506	
10.	B10	4.0000	1.0801	
11.	B11	3.7692	1.3009	
12.	B12	3.7692	1.0919	
13.	B13	4.0000	.7071	
14.	B14	3.1538	1.5191	
15.	B15	3.0000	1.4720	
16.	B16	3.5385	1.4500	
17.	B17	3.8462	.8987	
18.	B18	4.0000	1.0000	
19.	B19	4.0769	.6405	
20.	B20	3.4615	.7763	
21.	B21	3.2308	.7250	

PERCEPTION OF PARENTS TO THEIR ROLES		MEAN	STD DEV	$\alpha=0.9412$
1.	C1	3.5833	1.2401	
2.	C2	3.6667	1.2309	
3.	C3	3.7500	1.1382	
4.	C4	3.1667	1.0299	
5.	C5	3.0833	.9962	
6.	C6	3.8333	1.0299	
7.	C7	2.7500	.9653	
8.	C8	3.3333	.8876	
9.	C9	2.9167	.7930	
10.	C10	3.1667	1.1934	
11.	C11	3.5000	1.0871	
12.	C13	3.0833	.9003	
13.	C14	3.0000	.9535	
14.	C15	2.9167	.9003	
15.	C16	3.4167	1.1645	
16.	C17	3.1667	1.1934	
17.	C18	4.0000	.8528	

CHALLENGES PARENTS FACE		MEAN	STD DEV	$\alpha=0.8411$
1.	D1	4.5455	.5222	
2.	D2	4.5455	.5222	
3.	D3	3.3636	.8090	
4.	D4	3.6364	1.3618	
5.	D5	4.2727	.9045	
6.	D6	3.3636	.8090	
7.	D7	3.7273	1.0090	
8.	D8	3.2727	1.0090	
9.	D9	3.6364	1.1201	
10.	D10	3.7273	1.1909	
11.	D11	3.7273	1.2721	
12.	D12	3.9091	1.3003	
13.	D13	3.0909	1.3003	
14.	D14	3.0909	1.2210	
15.	D15	3.6364	1.2863	
16.	D16	2.4545	1.1282	