

Relationship between Educational and Occupational Status of Parents and their involvement in Adolescents' Academic Achievements in Agona West Municipality

Akosua Serwaa-Adomako Boateng^{1*} & Kwesi Nkum Wilson²

1. Department of Psychology and Education, University of Education,
Winneba

2. Komenda College of Education, Komenda

*Corresponding author's email address: jserwaaadomako@yahoo.com

Abstract

The study was conducted to know whether education level and occupational status of parents in the Agona West Municipality of Ghana have any significant relationship with parental involvement in adolescent academic achievement. The cross-sectional survey and correlational research designs were employed and data were collected with the use of a structured questionnaire. The questionnaire was self-administered to the 310 basics 8 pupils that were purposively sampled from the 6 randomly selected schools. Findings revealed that, in the Agona West Municipality, education level of both mothers and fathers had a significant relationship with parent's ability to engage in school based activities of pupils as well as encouraging the pupils with respect to their academic achievement. However, occupational status of only fathers had a significant relationship with parent's ability to involve in school based activities. Additionally, no significant relationship between a parent's occupational status and their ability to encourage pupils with respect to their academic achievement was found. The authors provide guidance implications and recommendations based on the findings from the study.

Key words: academic achievement; adolescent pupil; education level; occupational status; parental involvement.

Introduction

The holistic education of every child involves the active participation of all stakeholders including the community, teachers, guidance counsellors, the child as well as parents/guardians (Anon, 2015). The community, for example, is to instil the right values in

learners, involve them in community life as well as support families and pupils in need of assistance. Teachers are not only to teach the curriculum content to their pupils but also to make it practical in order for pupils to easily apply in their daily living. Guidance counsellors are also to actively partake in caring deeply for the development of pupils, instil in them the desire to learn continuously as well as motivate and help them to find and develop their individual potentials in order to effect positive change in the world. The pupil is also expected to cherish education and be eager to get more from what education offers, develop civic responsibilities as well as have a national identity and pride. As stated by Anon (2015), parents are not left out as educational stakeholders. They are to take the ultimate responsibility of bringing up their children in the right way, being interested in their schooling and everything that has to do with the development of their children.

Currently in Ghana, it appears a large number of children suffer from developmental challenges, especially during their adolescent stage. Although these developmental challenges are of a transient nature and bound to occur in one's life as part of human development (Gupta, Verma, Singh, & Gupta, 2001) their severity, if not controlled, could have an adverse effect on children's behaviour and overall development. Moreover, in some instances, uncontrolled behavioural problems could not only impose adverse impact on the academic achievement of children but may lead to unavoidable security risk that can hamper overall community progress. In the Ghanaian economy, teachers are often times blamed when children exhibit behavioural characters that cause them to perform poorly in their academic development, although the lack of parental involvement could have a bearing on their performance (Lee & Bowen, 2006; Pena, 2000). Of course, teachers have their role to play; however, persistent involvement of parents in the academic development of children provides teachers with the needed support necessary to facilitate children's learning, both at home and in the classrooms. Most importantly, unlike teachers, parents have weighty impact on the social, moral, cultural, emotional and physical development of children hence their "proper" participation in the academic maturation of their children is more than just cognitive training. Unfortunately, especially in the Ghanaian context, the role of parental involvement in the academic achievement of pupils has not been empirically assessed in the existing

literature. This study capitalizes on this gap by examining whether the academic status and occupational level of parents has a significant relationship with their active participation in the academic development of children in Agona West Municipality.

Elsewhere, literature on the relationship between parental involvement and the academic achievement of pupils seem to be unsettled and controversial. On one hand, it is argued that parents who involve themselves in the education of their children have a positive bearing on their children's academic achievement and overall development (Seal, 2010; Houtenville & Conway, 2008; Nye et al, 2006; Jeynes, 2005; Desforges & Abouchaar 2003; Myeko, 2000). On the contrary, it is found out that though parents desire to be involved throughout the academic journey of their children, the educational history, occupation status and limited finances of parents constrain this desire. Lee and Bowen (2006) point out that parents who have higher college education are very much involved in the academic achievement of their children. In particular, well-educated parents are argued to pay much attention to the meetings and programmes held in the school of their children, have more school related discussions with their children at home and mostly have higher academic expectation for their children (Lee & Bowen, 2006). In a related study, Pena (2000) provided a contrasting argument that learned parents rarely had the luxury of time to visit the school of their child to find out about their child's academic progress and other school related happenings. The study adds that parents with little or no educational background do not engage in the education of their children. Thus, because of their low parent efficacy level in helping their children academically, they feel they are incapable of helping with homework or other school related events and programmes (Lee & Bowen, 2006; Pena, 2000). Pupils born of Southeast Asian refugee parents are said to have no parental involvement in their schools and completion of their assignments because; the parents have no formal education and therefore do not feel competent to assist their children in the area of their academic work (Hill & Taylor, 2004).

In the literature, the extent of parental involvement has been strongly linked to the employment status of parents, although the actual effect is inconclusive. In particular, when a parent is unemployed, that parent may dedicate their time resource into the education of the pupil.

They may be able to motivate or assist their children to complete school assignment as well as attend all school programmes. However, it is argued that a pupil with both parents being unemployed will be hindered with regard to their development because the parents will be stressed out in trying to find a job and therefore may not be able to engage in the education of the pupil. Some basic needs of the pupil may not be easy to provide due to parents employment status (Levine-Rasky, 2009). Boateng (2015), for instance, noted that, during the energy crises in Ghana in 2015, about 350 people lost their job, which had an adverse consequence on school going children, as redundant workers could not afford to provide for their family. Moreover, parents with low socioeconomic status are reported not to be engaged in the academic achievement of their children whether at home or in their school irrespective of the expectations they may have for their children concerning their academic achievement due to their inability to financially support the education of their children (Louie, 2001). On the other hand, parents belonging to the high socioeconomic class who are unable to be personally involved in the academic achievement of their children are said to hire the services of private teachers for their children (Lew, 2007).

Indeed, the missing link between parents and their children's educational development poses a challenge, especially in developing countries, yet attention has not been given to this issue in the extant literature. In Ghana, a reported case of lack of parental involvement in the education of pupils is pronounced in Agona West Municipality. The Ghana Statistical Service (2014) reports that, only about 40% of parents had attained education beyond junior high school level in the Municipality while less than 30% of both mothers and fathers were not gainfully employed. Related reports add that there is little to no parental involvement in the academic achievement of adolescent pupils (Ghana News Agency, 2012; 2009). Additionally, from the year 2006 to 2009, a school at Agona Kukurantumi had none of its pupils going to the senior high school since the school repeatedly scored zero percent in the basic education certificate examination (B.E.C.E). Although much of the blame were put on the head of school, the head of this school bemoaned that the poor performance of pupils in the junior high school was due to lack of parental involvement in the education of the pupils. As a result, the pupils frequently absented themselves from school and

engaged in several activities when out of school. Other pupils who had no parental involvement in their education had to raise money to support their education by selling coconut in Tema (Ghana News Agency, 2009).

Unlike places such as the United States of America where schools have school based policies as measures to enhance on parental involvement (Paige & Gibbons, 2003; Hornby, 2011), not much is known on the measures Junior High Schools in the Agona West Municipality have implemented to enhance on parental involvement though they keep speculating that parents are not involved in the academic achievement of Junior High School pupils. The Ghanaian economy has reformed their education enrolment policy and implemented a free SHS policy where students can go to the secondary school for free. Although this policy will increase the number of enrolment, the question is whether all stakeholders will play their vital role to ensure the quality of developing pupils as they attend schools. While the role of teachers has been found to have a direct bearing on students, it is relevant to ascertain whether education level and occupational status of parents has a significant relationship with parental involvement in the academic achievement of pupils in Agona West Municipality of Ghana.

This paper contributes to the ongoing debates by examining the role of parental involvement in the children education in a community where parents are known to engage in several economic and social activities-Agona West Municipality of Ghana. In this community, the cycle of blaming teachers whenever adolescent pupils do not excel academically is soaring. However, the question of whether such poor student performance is the result of the absence of parental role in the education of their children is unclear and this study fills the knowledge gap.

Research Questions

Specifically, the paper sought to answer the following research questions:

1. What is the educational level of parents of Basic Eight pupils at Agona West Municipality?
2. What is the occupational status of parents of Basic Eight pupils at Agona West Municipality?

3. What is the parental involvement type engaged in by parents of Basic Eight pupils in the Agona West Municipality?

Research Hypothesis

H₀: There is no significant relationship between the education level and occupational status of parents and their ability to be involved in the academic achievement of junior high school pupils in the Agona West Municipality in Ghana.

H₁: There is a significant relationship between the education level and occupational status of parents and their ability to be involved in the academic achievement of junior high school pupils in the Agona West Municipality in Ghana.

Methods

Research Design

In order to achieve the purpose of the study, the cross-sectional survey and correlational research designs were used for the study. The cross-sectional survey design was most suitable for the study since the study sought to determine the occupational status and educational level of parents as well as to determine the involvement type parents in Agona West Municipality were engaged in based on the opinions of the junior high school pupils. The correlational research design was also employed for the study since it allows a researcher to identify the relationship that exists between two or more variables (Creswell, 2002). This research design was used since the study sought to find out if there exists a relationship between a parent's ability to be involved in the academic achievement of pupils in Agona West Municipality and a parent's education level and occupational status.

Population

With target population in research being the entire group of people from which information is needed (Crowther & Lancaster, 2008), all pupils in all junior high schools in the Agona West Municipality can be said to be the target population for the study that was conducted in the Agona West Municipality. However, since it was not feasible to include all the target population, an accessible population based on the inclusion criteria listed below was used for the study:

- i. A pupil in basic eight.

- ii. A pupil who had basic seven results in the present school enrolled in.
- iii. A pupil who wrote basic seven examinations in all nine subjects.
- iv. A pupil who lived with a male and female parent figure.
- v. A pupil who knew the occupational status and highest education level of parents
- vi. A pupil who had a parent assent to their being part of the study.

Sampling

Based on geographical location of Junior High Schools in the Agona West Municipality have been grouped into three clusters: Circuit A, Circuit B and Circuit C. Using Stratified sampling, schools in each of the three circuits were grouped into two based on their performance: high performing and low performing schools. This was done using the 2016 basic education certificate examination ranking analysis in the municipality. From each of the two strata in each of the three circuits, a school was randomly selected. This implies that a total of six junior high schools constituting three high performing schools and three low performing schools were selected for the study. Using purposive sampling, all the accessible pupils in the six schools that were randomly sampled were used for the study. A total of 310 junior high school pupils constituted the sample of basic eight pupils for the study since they met the inclusion criterion for the study.

Measures

Data were collected with the use of a structured questionnaire. The questionnaire was pilot tested at Apam, Gomoa West, in the Central Region of Ghana since the district shares similar characteristics as the study area; Agona West Municipality. The alpha coefficient for the various dimensions measuring parental involvement in the study was above the threshold of 0.65. This depicted that the instrument was internally consistent as stipulated by Goforth (2015).

Data Analysis

For the research objectives, descriptive statistics was used. Specifically, data for these objectives were presented with the use of

tables. To test and analyse the research hypotheses, correlational analysis was conducted.

Presentation, Analysis and Discussion of Findings

Presented below are the findings of the research study that was conducted at Agona West Municipality of Ghana as guided by the research objectives and formulated hypotheses.

Background Information on Respondents

A brief description of the 310 pupils that participated in the study is presented in this section. Junior high school pupils and not their parents were used as respondents because, they are the recipients of whatever involvement type their parents engage in and are best to tell if their parents are involved in their academic achievement or not. Table 1 shows the proportion of males to females as well as the age range of pupils that participated in the study.

Table 1: Demographic Information of pupils used for the study in Agona West Municipality

Variables	Categories	Percentage
Sex of pupils	Male	52
	Female	48
Age Range of Pupils	10-12years	13
	13-15years	67
	16-18years	20

(Source: Field Survey, 2017)

From Table 1, it can be seen that more than half of the 310 basic eight survey respondents (52%) were males while the remaining 48% of the respondents were females. Findings from the survey indicates that the proportion of males from the selected schools that took part in the survey were more than the proportion of females. This corroborates the report by Ghana Statistical Service (2014) which stated that though more females existed in the Agona West Municipality, there were more males as compared to females within the age bracket of 0-19 years who were in school. Also, it is evident from West African Examinations Council (2017) that more males than females always sit for the Basic Education Certificate examination in the Central Region of Ghana where the Agona West Municipality is situated.

The ratio of males to females in the survey indicates that the number of males is still higher than females in some Ghanaian basic schools though positive progress has been made to bridge the gap between males and females most especially in our basic schools (Zaney, 2017). It can be confirmed that policies such as Campaign for Female Education-Ghana and Girl-Child Education Unit of the Ghana Education Service that exist to encourage female education though effective have not fully met their objectives as stated by Zaney (2017).

It is also observed from the results in Table 1 that, 13% of the 310 basic eight pupils fall within the 10 to 12 years age group. The outcome of the survey shows that 67% of basic eight pupils fall within the 13 to 15 years age group. The remaining 20% were from 16 to 18 years of age. As expected, a large percentage (67%) of the respondents belonged to the 13-15 years age bracket. It is generally observed in the Ghanaian educational setup that most pupils begin basic one at age 6 and will, therefore, turn 13 years in basic eight. It can therefore be said that most of the pupils surveyed in the Agona West Municipality have never repeated any class since their age bracket corresponds to their educational level. Findings with respect to whether their parents involvement in their academic achievement is constrained or not will enable timely measures to be taken to prevent them from falling out of school as stipulated by some earlier researchers (Maithly & Saxena, 2008; Catheline, 2005; Gupta et al., 2001).

Research question 1: What is the Educational level of Parents of the Basic Eight Pupils at Agona West Municipality?

Findings on the highest education level of the parents of pupils that were used for the study is presented on Table 2. This was relevant since the study sought to find out if a significant relationship exists between the education level of parents and their ability to be involved in the academic achievement of pupils.

Table 2: The highest educational level of pupils' parents in Agona West Municipality

Variables	Categories	Percentage
Highest Education level of Pupils' Mothers	Up to JHS	62
	Beyond JHS	38
Highest Education level of Pupils' Fathers	Up to JHS	58
	Beyond JHS	42

(Source: Field Survey, 2017)

As illustrated in Table 2, majority of the parents have attained up to only junior high school education. However, more fathers than mothers have furthered their education beyond junior high school. In particular, 42% of fathers have education beyond junior high school while only 38% of mothers have attained education beyond junior high school. The remaining 58% of fathers and 62% of mothers have attained education up to junior high school. This is in consonance with a report by Ghana Statistical Service (2014) which clearly indicated that 69% of parents that cohabited had attained up to only junior high school education while 60% of parents that had married had also attained up to only junior high school education. It is therefore relevant to find out if the educational level of parents in the Agona West Municipality has a significant relationship with their involvement level as stated in some research findings (Lee & Bowen, 2006; Hill & Taylor, 2004; Pena, 2000).

Research question 2: What is the Occupational Status of Parents of the Basic Eight Pupils at Agona West Municipality?

Another key variable that is cited in literature to affect parental involvement in the academic achievement of pupils is the occupational status of parents. In view of that it was relevant to find out the occupational status of the parents of respondents in order to ascertain if there was any relationship between occupational status and parental involvement in Agona West Municipality of Ghana. Findings on the occupational status of the parents of pupils that were used for the study is presented in Table 3.

Table 3: The occupational status of pupils’ parents in Agona West Municipality

Variables	Categories	Percentage
Occupational Status of Pupils’ Mothers	Working	85
	Not Working	15
Occupational Status of Pupils’ Fathers	Working	90
	Not Working	10

(Source: Field Survey, 2017)

Findings from the survey as shown on Table 3 clearly depict that 90% of the fathers of the basic eight pupils are working while 10% have no employment. Also, 85% of mothers are engaged in an occupation while 15% are unemployed. This depicts that a greater percentage of parents of the respondents used for the survey in the Agona West Municipality are employed. This also clearly shows that 80% and over of parents that cohabit or are married in the Agona West Municipality are economically active. With a majority of the parents being employed, it is relevant to know if their occupational status has a significant relationship with their ability to be involved in the academic achievement of their adolescent children as stated in previous research findings (Rhee, 2009; Sohn, 2007).

Research question 3: What is the parental involvement type engaged in by parents of Basic Eight pupils in the Agona West Municipality?

Relevant to this study are parent involvement practices such as the ability of parent to encourage their child to pay attention to their studies as well as parents ability to engage in all school based activities of their children. Table 4 presents the survey findings with respect to whether parents in the Agona West Municipality are involved in the academic achievement of pupils or not.

Table 4: Parental involvement types of parents of basic eight pupils in Agona West Municipality

		Agree	Disagree
Encouraging the pupil	Mother	98%	2%
	Father	91%	9%
School based Involvement	Mother	55%	45%
	Father	37%	63%

(Source: Field Survey, 2017)

From Table 4, it is seen that out of the two types of involvement, in order of ranking, most pupils in the Agona West Municipality agreed that they receive encouragement from their parents (98% of mothers and 91% of fathers) concerning their academic achievement. Only 55% of mothers and 37% of fathers according to the pupils that participated in the study engage in school based parental involvement activities. To answer the research question, it is noticed that unlike American and European parents that engage in school based involvement practices due to the effective implementation of both national and school based parental involvement policies (Seal, 2010), parents in the Agona West Municipality prefer to encourage their children concerning their academic achievement other than being engaged in school based involvement practices. It is not far from true that almost all parents in the Agona West Municipality engage in encouraging their adolescent children with respect to their academic achievement in order that they succeed academically and have a better life in future. With a minimum daily wage of 8.80 cedis in Ghana (Brakopowers, 2016), every parent would desire that their adolescent children excel academically in order to maximize their chance of good living in future. Hence their encouraging pupils in the Municipality with respect to their academic achievements.

Hypothesis Testing

Using Correlational analysis, this section presents the findings with respect to the hypotheses that were formulated for the study.

H₀: There is no statistically significant relationship between the education level and occupational status of parents and their ability to be involved in the academic achievement of junior high school pupils in the Agona West Municipality in Ghana.

H₁: There is a statistically significant relationship between the education level and occupational status of parents and their ability to be involved in the academic achievement of junior high school pupils in the Agona West Municipality in Ghana.

Displayed in Table 5 are the findings with respect to the hypotheses.

Table 5: Correlation between occupational status and education level of parents and their involvement in the academic achievement of pupils in the Agona West Municipality

Variables	Coefficients	
	Pearson Correlation	Significant level
Mother Education level* Mother Encouraging the pupil	0.12	0.04
Mother Occupational status* Mother Encouraging the pupil	-0.03	0.58
Mother Education level* Mother School based Involvement	0.65	0.00
Mother Occupational status* Mother School based Involvement	0.05	0.36
Father Education level* Father Encouraging the pupil	0.24	0.00
Father Occupational status* Father Encouraging the pupil	-0.11	0.06
Father Education level* Father School based Involvement	0.64	0.00
Father Occupational status* Father School based Involvement	-0.42	0.00

(Source: Field Survey, 2017)

The results presented in Table 5 indicate that there is no statistically significant relationship between occupational status of mothers and their involvement in encouraging their adolescent children with respect to their academic work as well as engaging in school based involvement activities respectively (p= 0.58, 0.36). Also there exist no statistically significant relationship between occupational status of fathers and their involvement in encouraging their adolescent pupils that participated in the study (p= 0.06).

There was however a small positive and significant correlation between mothers and fathers educational level and their involvement in encouraging the junior high school pupils respectively (r= 0.12, p= 0.04; r= 0.24, p= 0.00). Also, there was a strong positive and significant correlation between the education level of mothers and fathers and their involvement in school based parental involvement practices respectively (r= 0.65, p= 0.00; r= 0.64, p= 0.00). Occupational status of

only fathers also had a moderate negative but significant correlation with a fathers involvement in school based parental involvement activities ($r=-0.42$, $p= 0.00$).

Discussion

To answer the research hypotheses, the outcome of the analysis shows that the educational level of both mothers and fathers had a significant relationship with their ability to encourage their child concerning their academic achievement. For school based parental involvement, though only the educational level of mothers had a significant relationship with their ability to get engaged in school based involvement practices, both the educational level and occupational status of fathers had a significant relationship with their ability to engage in school based involvement practices.

According to Lee & Bowen (2006), parents who have higher college education pay much attention to meetings and programmes organized in their children's schools and actively partake in discussions that go on within such meetings. Since only a small percentage of parents in the Agona West Municipality have attained educational level higher than junior high school (See Table 2), that is, higher than the present educational level of the pupils, it confirms why a majority of the parents are not engaging in school based parental involvement.

Also, Rhee (2009) and Sohn (2007) stated that most parents who are economically active had no luxury of time to engage in school based involvement practices such as attending school organized programmes or inquiring about their child's academic achievement from their school. With the Ghanaian traditional home having the role of a mother as being responsible for the general wellbeing of household members and the father being the breadwinner (Quarco, 2008), it explains why occupational status in the Agona West Municipality has no significant relationship with a mother's ability to engage in school based parent involvement activities but had a significant relationship with the ability of fathers to engage in school based parent involvement practices. With the traditional role of fathers being the financiers of the home and over 90 percent of parents in the Agona West Municipality being employed in the informal private sector (Ghana Statistical Service, 2014), it explains why a greater proportion of these parents are unable to engage in school based parent involvement practices.

This is because workers in the informal private sector either earn less or have no stable income and therefore have to engage in multiple jobs or work more hours in order to make ends meet (Richwine, 2012; Osei-Boateng & Ampratwum, 2011). Those in government sectors are also expected to work from 8 am in the morning to 5 pm in the evening and this becomes a challenge for them to have the luxury of time to be able to attend school organized programmes that are usually organized within working hours of parents.

From the survey findings, a parent's ability to encourage their child concerning academic achievement had a positive and significant relationship with the educational level of both parents. This is difficult to explain since majority of the parents in the Agona West Municipality had educational level not beyond that of the present academic level of their children and yet encouraging pupils with respect to their academic achievement was the most practised type of parental involvement in the Municipality. With over 90 percent of parents in the Agona West Municipality employed in the informal private sector due to their low educational level (Ghana Statistical Service, 2014) it is agreeable that parents will engage in verbally persuading their children to excel academically in order to have better employment stands in future than they have.

Conclusions

From the study, it is concluded that, in the Agona West Municipality of Ghana, there exist a relationship between the education level of both mothers and fathers and their ability to be involved in encouraging their children as well as engaging in school based involvement activities. However, occupational status of only fathers also had a significant relationship with a father's ability to engage in school based involvement activities.

Guidance Implications and Recommendations

With the economic pressures imposed on parents due to low income (the minimum daily wage is 8 cedis 80 pesewas in Ghana) (Brakopowers, 2016), it explains why most parents in the Agona West Municipality as indicated by the findings, are unable to encourage their children with respect to their academic achievement or get engaged in school based parental involvement activities in their child's school.

Parents rather invest a greater portion of their day in their occupation in order to earn enough to finance activities in the home. However, since fathers who are mostly the breadwinners in our traditional Ghanaian homes (Quarco, 2008) have significant influence in the academic achievement of pupils in the Agona West Municipality, it is recommended that measures should be put in place to get them involved if improving the academic achievement level of the pupils in the Agona West Municipality is of great interest. Parent education programmes should be designed and organized to train parents, especially fathers, on how they can effectively engage in school based parent involvement practices as well as encourage their children concerning their academic achievement.

Such educational programmes will enlighten parents to understand the developmental stage of their children in order for them to maintain close relationship with them. Parents who participate in such educational programmes will be able to identify on time when their children are faced with any academic challenge which may hamper their education. With a considerable percentage of parents in the municipality having no better educational level than the present educational level of their adolescent children, such parent education programmes will build upon their self-confidence to be able to better engage in the suitable parental involvement type.

Since this can be achieved only when parents, most especially fathers, make time out of their busy schedules, and junior high schools in the municipality employ the services of professional counsellors, it is recommended that these parent education programs must be scheduled to take place on days that majority of the parents will be able to attend, such as holidays.

References

- Anon (2015). Every School A Good School. Retrieved June 20, 2016, from <https://www.moe.gov.sg/education/education-system/every-school-a-good-school>
- Boateng, C. (2015). 350 ICU members lose jobs due to 'dumsor'. Retrieved October 4, 2016, from <http://www.graphic.com.gh/news/general-news/350-icu-memberslose-jobs-due-to-dumsor.html>

- Brakopowers, A. (2016). 99 percent of school counsellors are non-professionals—expert. Retrieved May 20, 2017 from <http://www.myjoyonline.com/news/2016/july-12th/99percent-of-school-counsellors-are-non-professionals-expert.php>
- Catheline, N. (2005). Academic problems and school failure in adolescence. *La Revue du praticien*, 55(10), 1104-1108.
- Creswell, J. W. (2002). *Educational research: Planning, conducting, and evaluating quantitative* (pp. 146-166). Upper Saddle River, NJ: Prentice Hall.
- Crowther, D., & Lancaster, G. (2008). *Research Methods: A concise Introduction to Research in Management and Business Consultancy*. Butterworth-Heinemann, Oxford.
- Desforges, C., & Abouchaar, A. (2003). *The impact of parental involvement, parental support and family education on pupil achievement and adjustment: A literature review* (Vol. 433). Nottingham: DfES publications.
- Ghana News Agency (2009). Kukurantumi ADA Junior High School scores zero percent. Retrieved September 20, 2016, from <http://www.peacefmonline.com/pages/local/education/200909/27003.php>
- Ghana News Agency (2012). Thirteen Schools in Agona West score zero per cent in BECE. Retrieved September 20, 2016, from <http://www.ghanaweb.com/GhanaHomePage/NewsArchive/Thirteen-Schools-in-Agona-West-score-zero-per-cent-in-BECE-250170>
- Ghana Statistical Service (2014). *2010 Population and Housing Census, District Analytical Report, Agona West Municipality*. GSS, Accra.
- Goforth, C. (2015). Using and interpreting Cronbach's Alpha. Retrieved February 20, 2017 from, <http://data.library.virginia.edu/using-and-interpreting-cronbachs-alpha/>
- Gupta, I., Verma, M., Singh, T., & Gupta, V. (2001). Prevalence of behavioural problems in school going children. *The Indian Journal of Pediatrics*, 68(4), 323-326.
- Hill, N. E., & Taylor, L. C. (2004). Parental school involvement and children's academic achievement: Pragmatics and issues. *Current directions in psychological science*, 13(4), 161-164.

- Hornby, G. (2011). *Parental involvement in childhood education: Building effective school-family partnerships*. Springer Science & Business Media, Germany.
- Houtenville, A. J., & Conway, K. S. (2008). Parental effort, school resources, and student achievement. *Journal of Human resources*, 43(2), 437-453.
- Jeynes, W. H. (2005). A meta-analysis of the relation of parental involvement to urban elementary school student academic achievement. *Urban education*, 40(3), 237- 269.
- Lee, J. S., & Bowen, N. K. (2006). Parent involvement, cultural capital, and the achievement gap among elementary school children. *American educational research journal*, 43(2), 193-218.
- Levine-Rasky, C. (2009). Dynamics of parent involvement at a multicultural school. *British Journal of Sociology of Education*, 30(3), 331-344.
- Lew, J. (2007). A Structural Analysis of Success and Failure of Asian Americans: A Case of Korean Americans in Urban Schools. *Teachers College Record*, 109(2), 369-390.
- Louie, V. (2001). Parents' aspirations and investment: The role of social class in the educational experiences of 1.5-and second-generation Chinese Americans. *Harvard Educational Review*, 71(3), 438-475.
- Maithly, B., & Saxena, V. (2008). Adolescent's educational status and reasons for dropout from the school. *Indian journal of community medicine: official publication of Indian Association of Preventive & Social Medicine*, 33(2), 127-128.
- Myeko, M.S. (2000). Parental Involvement in Education at Senior Secondary Schools in the Herschel district of the Eastern Cape Province (Unpublished master's thesis). University of Free State, Bloemfontein.
- Nye, C., Turner, H.M., & Schwartz, J. B. (2006). *Approaches to parental involvement for improving the academic performance of elementary school children in grades k-6*. London: The Campbell Collaboration. Retrieved June 10, 2017 from <http://campbellcollaboration.org.doc>.
- Osei-Boateng, C., & Ampratwum, E. (2011). The informal sector in Ghana. *Accra: Friedrich Ebert Stiftung*.

- Paige, R., & Gibbons, J. (2003). No child left behind: A parent's guide. *United States Department of Education, Office of the Secretary. Washington, DC.*
- Pena, D. C. (2000). Parent involvement: Influencing factors and implications. *The Journal of Educational Research, 94*(1), 42-54.
- Quarco, T. (2008). The father in contemporary Ghanaian household. Retrieved May 10, 2017, from <https://www.modernghana.com/news/177660/the-father-in-contemporary-ghanaian-household-and-the.html>
- Rhee, S. (2009). The impact of immigration and acculturation on the mental health of Asian Americans: Overview of epidemiology and clinical implications. In *Handbook of mental health and acculturation in Asian American families* (pp. 81-98). New York City: Humana Press.
- Richwine, J. (2012). Government Employees Work Less than Private-Sector Employees. Retrieved March 25, 2017 from <http://www.heritage.org/jobs-and-labor/report/government-employees-work-less-private-sector-employees>.
- Seal, K. (2010). Asian-American Parenting and Academic Success. Retrieved February 15, 2017, from <https://psmag.com/education/asian-american-parenting-and-academic-success-26053>.
- Sohn, S. (2007). *Asian parent involvement in the home, school, and community and children's achievement in the early grades*. State University of New York at Buffalo: SUNY Press.
- West African Examinations Council (2017). Entry figures by region. Retrieved April 19, 2017 from <https://www.waecgh.org/EXAMSTATISTICS/BECE.aspx>.
- Zaney, G.D. (2017). The Mastercard Foundation Partners Camfed-Ghana To Promote Girls' Education Through the Scholars Programme. Retrieved May 20, 2017 from <http://www.ghana.gov.gh/index.php/media-center/features/810-the-mastercard-foundation-partners-camfed-ghana-to-promote-girls-education-through-the-scholars-programme>.