

UNIVERSITY OF GHANA

COLLEGE OF HUMANITIES

**PARENTING AND EDUCATIONAL OUTCOMES OF JUNIOR HIGH
SCHOOL PUPILS IN THE SAGNARIGU MUNICIPALITY OF THE
NORTHERN REGION OF GHANA**



INSTITUTE OF STATISTICAL, SOCIAL AND ECONOMIC RESEARCH

JANUARY 2023

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SCHOOL PUPILS IN THE SAGNARIGU MUNICIPALITY OF THE
NORTHERN REGION OF GHANA**

BY

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**THIS DISSERTATION IS SUBMITTED TO THE UNIVERSITY OF GHANA,
LEGON, IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE
AWARD OF AN MA IN DEVELOPMENT STUDIES DEGREE**


INSTITUTE OF STATISTICAL, SOCIAL AND ECONOMIC RESEARCH

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DECLARATION AND APPROVAL

This dissertation, “Parenting and Educational Outcomes of Junior High School Pupils in the Sagnarigu Municipality of the Northern Region of Ghana,” was undertaken by me, a student of the Institute of Statistical, Social and Economic Research of the University of Ghana, Legon, and submitted in partial fulfillment of the requirement for the award of a Master of Arts Degree in Development Studies.

I, JOAN SUGRI, hereby solemnly declare that, except for references to other authors’ work, which have been duly acknowledged, this Dissertation is a result of my research work carried out in the Institute of Statistical, Social and Economic Research (ISSER) under the supervision of Dr Fred Mawunyo Dzanku.

Sign  26/01/2023

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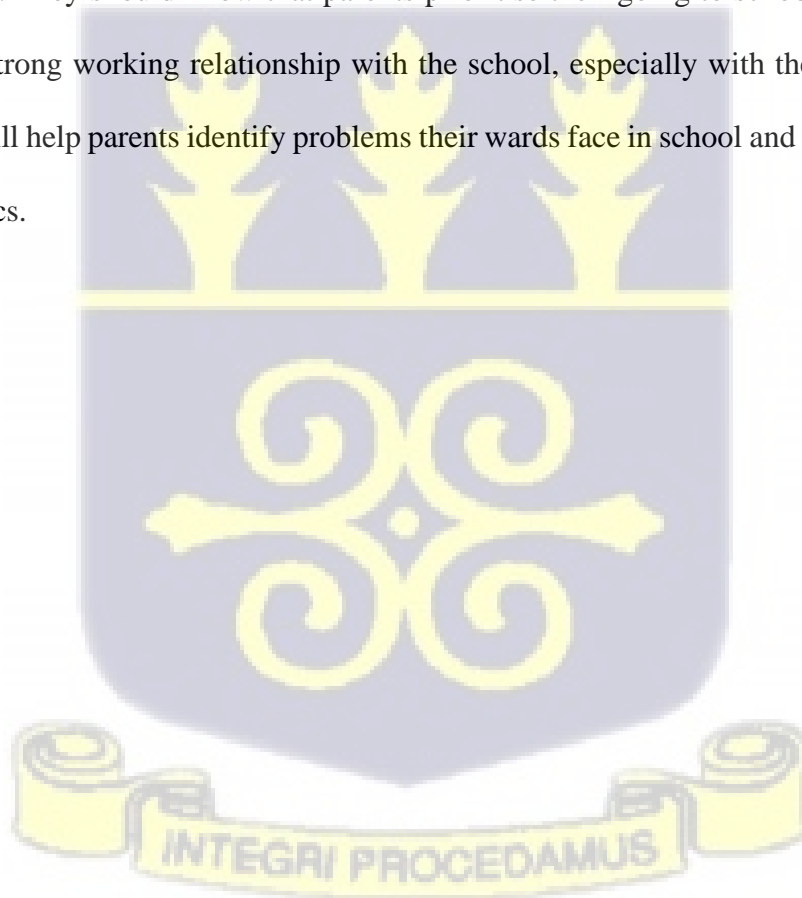


ABSTRACT

The study was carried out to find out the contributions of parents to the educational development of Junior High School pupils in the Sagnarigu Municipality of the Northern Region of Ghana. A mixed-method approach with a cross-sectional design was adopted for this study. The study is based on a survey of 120 pupils, and interviews with two head teachers, six teachers, and 10 parents. A structured survey questionnaire and interview guides were employed in the collection of data for the study. Descriptive statistics were used to analyse the academic performance of pupils, while binary probit and ordered probit regressions were employed to examine how parenting contributes to the truant behaviours of pupils. The findings of the study showed that the BECE performance for both the better and less endowed schools had been poor which portrayed a true reflection of the Municipality's performance in the BECE at both the regional and national levels. The findings also depicted that parental involvement in the education of Junior High School pupils was quite fair across gender in the two schools selected for the study. Female parents provided food generally for their wards in both better and less endowed schools. While male parents provided learning materials more in the better endowed school, both males and females provided them equally in the less endowed school. The study again stipulated that male parents generally visited schools to check on their wards' academic performance more; but it was higher in the better endowed school. It was evident from the findings that a significant number of parents showed apathy in visiting their wards' schools to check on their academic progress. The study further revealed that most parents did not assist their wards with their homework. The few who assisted their wards in homework hailed more from the better endowed school, and with mothers dominating in the assistance. The study also revealed that female pupils were more likely to be less truant than the males. Again, the likelihood of truancy reduction by pupils living with their

parents was 41 by points. Finally, a mother's education had less effect on truancy and a father's education had a strong effect on reducing truancy.

Considering the aforementioned findings, it was proposed that PTA meetings should be made active again so that teachers and parents would be able to participate in effective discussions of issues concerning the schools and find solutions to them. Also, parents need to demonstrate good parenting by providing almost everything that will enable their wards' effective schooling. All parents (male and female) are responsible in this case. Furthermore, Parents should be encouraged to sit down with their children on a regular basis to talk to them about the value of education and attending school. They should know that parents prioritise their going to school. Finally, parents should build a strong working relationship with the school, especially with the teachers of their children. This will help parents identify problems their wards face in school and help them succeed in their academics.



DEDICATION

This work is dedicated to Mr. Bugli Sugri Mike, Mrs. Iddrisu Ayishetu Sugri, Ms. Barbara B. Sugri, Ms. Felicity N. Sugri, Ms. Agatha S. Sugri, Mr. Ignatius M. Sugri and Mr Hudu Issah for their assistance in a number of different ways during my education.



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I also want to extend my sincere gratitude to the basic school principals, teachers, pupils and parents of the selected schools for the time and support they gave for the study.

I want to register my appreciation to all my friends and family members who helped me in many ways to make this work a success.

Finally, I express my heartfelt pleasure to my lovely and caring family for their encouragement and patience as I worked diligently on this dissertation.

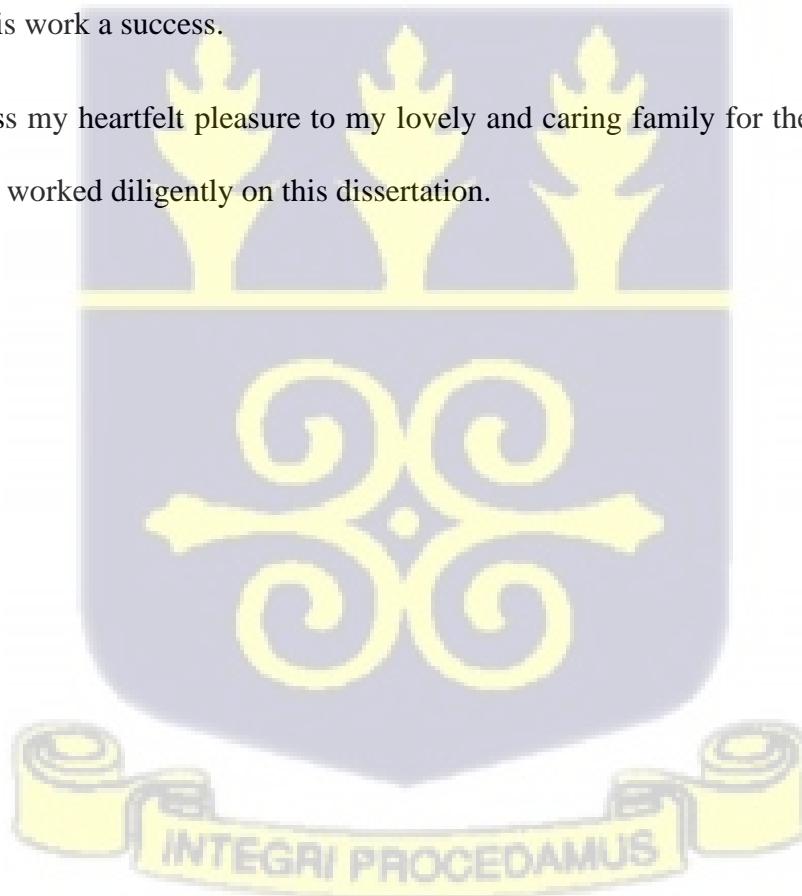
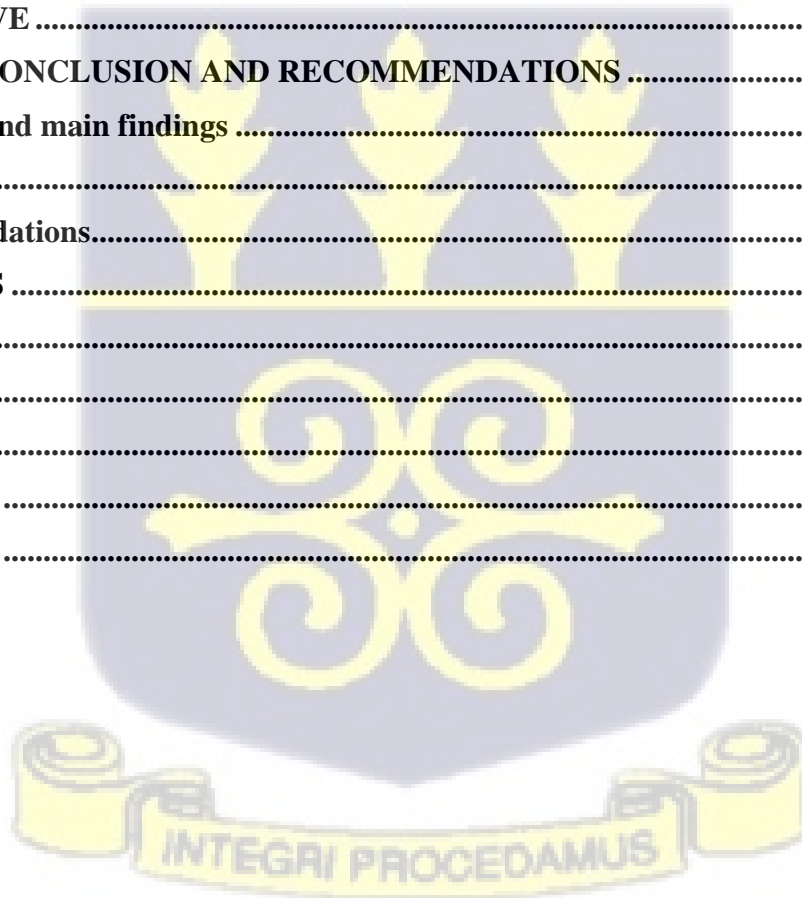


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ACRONYMS

BECE	Basic Education Certificate Examination
CALID	Centre for Learning and Integrated Development
ESP	Education Strategic Plan
GPRS	Growth Poverty Reduction Strategy
ISSER	Institute of Statistical, Social and Economic Research
JHS	Junior High School
PTA	Parent Teacher Association
SES	Socio-economic Status
STEEP	Steps Toward Effective, Enjoyable Parenting
UDS	University for Development Studies
USDOE	U.S. Department of Education
GES	Ghana Education Service





CHAPTER ONE

This chapter presents the introduction. The chapter primarily discusses the study's background, problem statement, objectives, purpose and the organizational structure of the study.

1.1 Background

The term education refers to all forms of learning, both formal and informal, regardless of setting. These learning methods can be divided into three categories: informal, formal, and non-formal education (Farrant, 1980). The core goal of education is to get people informed in order to effect certain useful changes in their lives. Hence the progress of any nation or community is primarily determined by the level of education provided to its citizens. Also, in every country, education remains the medium for socioeconomic growth and social mobilization.

Altinok et. al (2018) analysed educational attainment across areas using a cross-sectional dataset for an international comparison of education quality. In the primary and secondary levels, Asian nations appeared to perform better than those from other continents, with North America and Europe coming in second and third. Latin America and the Caribbean and Northern Africa were the next best performers followed by Sub-Saharan Africa. There were greater gaps in primary school performance than secondary education performance in Sub-Saharan Africa and Southern Asia, the two regions with the weakest performance. The most successful middle-income nations were those in Eastern Europe and Central Asia. Developing nations had substantially greater volatility, especially at the primary level, and performed worse than industrialized nations in both primary and secondary education. Although there were a lot of variances, the best-performing Sub-Saharan country still performed worse than the worst-performing countries in rich economies.

Basic education serves to build a population that is literate and numerate and can collaborate to solve problems at home and at work because it acts as the cornerstone upon which subsequent education is constructed (Lockheed & Verspoor, 1991).

Through policy directives and interventions like the Education Strategic Plan (ESP) for 2003-2015, the Growth Poverty Reduction Strategy (GPRS), and the Free Compulsory Universal Basic Education Programme, the Government of Ghana did demonstrate advanced and purposeful commitment to achieving Universal Primary Education (MDG 2). The government's strategies to achieve universal primary education included the Capitation Grant, the provision of teaching-learning materials and school uniforms to students, the promotion of measures to improve gender parity in primary schools, the expansion of Early Childhood Development services, and the introduction of Nutrition and School Feeding Programs. One may have anticipated that the significant investments made in the area would produce outcomes on par, but this has not been the case. The academic performance standards of students in Ghana's basic education have, nevertheless declined in recent years.

Parents, the Ministry of Education (MOE), the Ghana Education Service (GES), and actually all parties involved in education have expressed serious concerns about this. This condition is even more worrying considering the fact that the "bottom-heavy" segment of the population in our country needs access to quality education if our socioeconomic and technical progress is to succeed (Addo-Adeku, Opare, & Banini, 2003).

The Institute for Statistical, Social, and Economic Research (ISSER) noted in 2008 that the issues facing the education sector are still numerous. Many children's performances fall short of the minimum learning standards and their acquisition of fundamental skills and competencies (ISSER, 2008). Furthermore, the World Bank's impact evaluation of basic education in Ghana's findings in

2004 observed that "even where good school quality is achieved, educational outcomes, while improved, are still far from satisfactory" (World Bank, 2004, p. 44).

Also, statistics from Ghana Education Service (2020) have shown that performance by pupils at BECE in the Sagnarigu Municipality has been consistently poor despite having most of the traditionally considered good schools in the Northern region. The Municipality's BECE scores from 2013-2020 were 50%, 45%, 41%, 43%, 45%, 35%, 38%, and 37% respectively. The Municipality, with all the facilities, positioned ninth out of 26 MMDAs at the regional level and 125th out of 216 MMDAs at the national level in the BECE (GES, 2020). The study further revealed that, in 2016, out of a total number of 3,828 pupils who sat for the BECE in the Municipality, only about 41% passed; some of the public schools recorded zero percent BECE pass rate.

It is every parent's dream to have his or her ward develop into a responsible individual. Even though every parent wants the best for their children, ineffective parenting prevents this from happening (American SPCC, 2014). Therefore, it is crucial for every parent to assess their parenting abilities in order to understand both the benefits and drawbacks of such parenting for the child (American SPCC, 2014). Inadequate parental care can lead to the child's destruction since a parent guides the child, shapes him or her into the person he or she eventually becomes, and serves as a role model (American SPCC, 2014). For a well-educated individual in society, development is a sine qua non (Sisulu, 1987). It is in this vein that the educational development of Sagnarigu Municipality is a big challenge, taking cognizance of the loafing nature of the teeming youth who are the future of the municipality. Tomorrow's society rests heavily in their hands, but their future looks quite bleak if no action is taken.

1.2 Statement of the Problem

A number of educational institutions, including Tamale Senior High School, Business Senior High School, Northern School of Business High School, Bagabaga College of Education, Tamale College of Education, Tamale Technical University, and both the City Campus and Central Campus of University for Development Studies (UDS), are located in the Sagnarigu Municipality. A lot of pioneer elites in Northern Ghana trace their roots to some of the institutions in the Municipality. It was the cradle of northern education. No wonder there is a cluster of schools in this Municipality called the Education Ridge. The torch symbol on the Tamale Senior High School crest indicates not only its academic prowess but its pioneer status. However, educational achievement in the Sagnarigu Municipality is fast declining. For instance, the Municipality's BECE scores from 2018-2020 indicated as low as 35 per cent, 38 per cent and 37 per cent respectively (GES, 2020). The Sagnarigu Municipality positioned ninth out of 26 MMDAs at the regional level and 125th out of 216 MMDAs at the national level in the BECE (GES, 2020) which is pitiful, considering all the educational amenities in the municipality.

The apathetic or laissez-faire attitude of parents in bringing up their children in the municipality call for a big concern considering the future repercussions on the children, the Municipality and by extension, the nation. Poor educational upbringing of children as a consequence of poor parenting could lead to school dropouts who sometimes are pushed into substance abuse and also armed robbery and many other social vices. This type of education could lead to ill management of affairs such as the educational and economic development of the municipality and that of the nation at large.

The seeming dormancy in finding a panacea to the dangerous abysmal educational performance of pupils in the Sagnarigu Municipality necessitated the topic under study. Hence this study will find out how parenting contributes towards ensuring a bright future for children's education in the Municipality.

1.3 Objectives

The main purpose of the study is to determine how parenting influences the educational outcomes of Junior High School pupils of the Sagnarigu Municipality. The following are the specific objectives of the study:

- i. To examine the academic performance of Junior High School pupils in the Sagnarigu Municipality.
- ii. To determine the level of parental involvement in the education of Junior High School pupils in the Sagnarigu Municipality.
- iii. To evaluate the contribution of parenting to the truant behaviour of Junior High School pupils in the Sagnarigu Municipality.

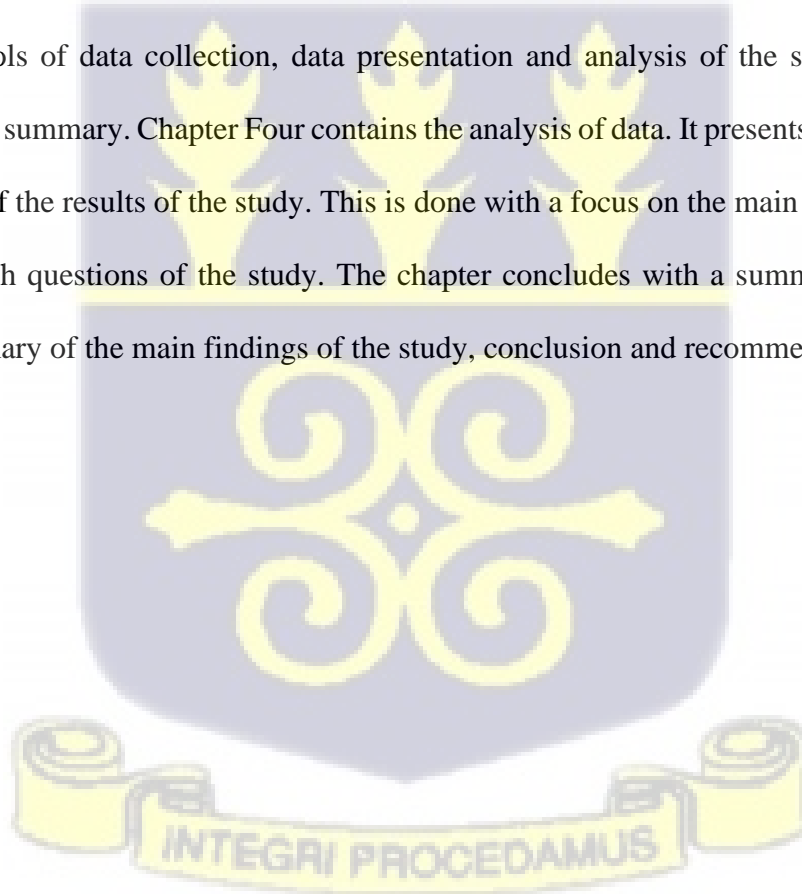
1.4 Significance of the Study

The study will go a long way to help stakeholders in the Municipality, especially at the basic education level, to design effective methods that will enhance children's educational outcomes. It will also serve as a roadmap for parents and young people to determine their strengths and challenges to make the required modifications to bridge the gap in their respective responsibilities. It will also aid in the creation of educational policies by the Ghana Education Service and other decision-makers. Last but not least, the study is anticipated to contribute to the body of knowledge,

serve as a springboard for subsequent researchers in related studies, and assist future researchers in their quest to improve the educational outcomes of the Ghanaian youth at large.

1.5 Organization of the Study

This study is organised into five chapters. The chapter 2 presents a review of related literature, which consists of conceptual issues and empirical results from related studies. The chapter concludes with a summary. The research design and methodology are covered in chapter three. The chapter focuses on the theoretical and conceptual framework underpinning the study, profile of the study area, research design, target population, sampling and sample size determination, methods and tools of data collection, data presentation and analysis of the study. The chapter concludes with a summary. Chapter Four contains the analysis of data. It presents the main findings and discussion of the results of the study. This is done with a focus on the main themes developed from the research questions of the study. The chapter concludes with a summary. Chapter five contains a summary of the main findings of the study, conclusion and recommendations.



CHAPTER TWO

LITERATURE REVIEW

The chapter presents a review of literature that relates to the study topic. The literature review covers the following subheadings: Concept of Parenting, Concept of Educational Outcomes, Parental Involvement and Children's Education Outcomes, Parental Influence on Truancy and Absenteeism and Empirical Evidence on Truancy and Absenteeism.

2.1 Concept of Parenting

Parenting is known to have one of the most significant impacts on a child's well-being (Kretchmar, 2017). Children are keen observers who follow their parents lead in everything and again see their parents as their window to the world (The world book of study power,1994). Thus, as parents explain their views of the world to them, they also view them in those forms (The world book of study power,1994). Parenting is the process of bringing up children and giving them protection and attention so that they can mature into healthy individuals (Kretchmar, 2017). Therefore, parental attitudes and behaviours have a big influence on children's present and future behaviour. In order to be self-sufficient, learn social skills, among others, children must have strong connections with their parents (Kretchmar, 2017). For instance, parental guidance, suggestions, and ideas assist youngsters in developing appropriate exam preparation skills, timely homework submission, regular attendance to school and many other behaviours (Kretchmar, 2017).

Also, the intensity of parental participation is influenced by a number of factors, including parenting styles (Cooper et al., 2000). Parenting styles are the procedures parents use to raise their children. According to Henderson and Mapp (2002), parents' history of parental guidance when they were children affect their behaviour as adults. Thus, the way a child is brought up will be

reflected in their adulthood. The most prominent parenting practises are democratic, authoritarian, permissive, apathetic and overprotective (Akça, 2012).

In democratic parenting, children are monitored by parents and are also aware of their needs. Children of democratic parents see them as extremely sensitive, constant, firm, lenient, comforting, and supportive (Çağdaş ve Seçer, 2006). These parents are in the best position to encourage their children to be self-sufficient while maintaining control over their actions. Despite the fact that parents have the ultimate responsibility of seeing to the development of their children, the children in these families are also consulted in decision making (Kosterelioglu, 2018). This helps the children to build confidence in themselves which allows them to make decisions they are sure will solve their problems.

Authoritarian parents, on the other hand, are frigid and have a strong hold over their children. Parents here are stringent disciplinarians who use punishment and restriction methods to control their children. They are overly strict and want their children to obediently follow their rules and instructions. These parents see themselves as guardians of the social order (Aksaray, 1992). In prior studies, authoritarian parents admitted to frightening their children as a measure of control (Baumrind, 1973). However, academic performance and expressiveness in children have all been linked to this parenting style (Hill, 2001). Therefore, though it looks like an abusive type of parenting, it helps boost children's academic performance.

In permissive parenting, warmth is displayed by parents, yet they are undemanding and have low expectations (Kosterelioglu, 2018). For such parents, the only way to demonstrate love to teenagers is to grant all of their requests (Kosterelioglu, 2018). As a result, teenagers are capable of making a wide range of decisions without the assistance of their parents. This enables children to develop

healthy psychological orientations geared towards their work, and this most often leads to successful achievements.

Overprotective parents regard the surroundings as hostile and dangerous, and therefore exert more control than is necessary (Kosterelioglu, 2018). Parents who demonstrate a level of control and sensitivity that is beyond expectation may prevent their children from developing their own authority. As a result, children are pushed hard to excel in life due to the fear of what this type of parent can do to them when they perform badly. This makes them very independent of themselves.

Although learners of the above types of parenting seemingly display characteristics of positive outcomes, there is no constancy in this. For instance, both the permissive and democratic styles may demonstrate low academic accomplishments or bad grades if not effectively used (Lamborn et al., 1991). Therefore, the eclectic style, a blend of two or more styles, may achieve better results.

Many children's learning outcomes in life are adversely affected by their parents' socioeconomic disadvantage (Coleman, 1990). For instance, studies show that, families with low financial status commonly have very low levels of education, which inhibits their capacity to provide their kids with responsive and stimulating environment (Coleman, 1990). However, high-income families are more able to support their wards with their educational needs, which help them succeed in their academics. Therefore, the income level of parents is one of the important determinants for educational outcomes of children.

Again, a multitude of parental actions are indirectly associated with children's academic success, according to research, since parents' knowledge, views, values, and objectives regarding raising children are influenced by their academic credentials. For example, having very sound education may make it easier for parents to be involved in their wards' education and to learn and practise

social skills and problem-solving techniques that will help their wards succeed in school. Thus, pupils whose parents are highly educated tend to place more value on education, have more faith in their own abilities, have a stronger sense of purpose in their work, and employ more efficient learning techniques than students whose parents have lower levels of education (Walker et al., 2021).

2.2 Educational Outcomes

Educational outcomes communicate students' overall happiness with a course or program, life-changing events, remarkable accomplishments, and tangible evidence of professional preparedness and enhanced performance (Brian, 2015). There are several ways to measure educational outcomes, but this study considers academic performance as the main outcome.

There are several ways of assessing the academic outcomes of Junior High School pupils in Ghana. Some of these include classroom assessment, termly assessment and a national examination conducted at the end of the programme. However, this study assessed performance based on the Basic School Certificate Examination (BECE). The BECE is the main examination that qualifies Ghanaian Junior High School pupils for Senior High School in Ghana.

Basic Education in Ghana from 2006 to 2016 suffered a fall in terms of the performance outcomes of Junior High School pupils. According to records, over 3,669,138 candidates sat for the examination within that period, and a whopping figure of 1,562,270 (43%) could not make the required grade of less than 30 (Ghana Education Service, 2016). Again, in 2017, a total of 36,849 candidates (8%) across the country did not get placed into Senior High Schools because they obtained grade 9 in Mathematics or English or both (Ghana Education Service, 2017). This

situation led to the introduction of a re-sit policy for those who fail their examination at this level (Ansah, 2017).

Nugba et al., (2021) found that several factors including poor teaching and learning environments, inadequate involvement of parents and pupil absenteeism all contribute to the poor academic performance of students.

Differences in outcome have also been observed between public and private schools. Nugba et al. (2021), further postulated that BECE performance was better in private schools than in public schools and hence recommended that the Ministry of Education and other collaborators should ensure equitable distribution of teaching and learning resources and infrastructure to enhance the performance of rural public schools in Ghana.

Also, statistics from Ghana Education Service (2020) have shown that performance by pupils at BECE in the Sagnarigu Municipality has been consistently poor despite having most of the traditionally considered good schools in the Northern region. The Municipality's BECE scores from 2013-2020 were 50%, 45%, 41%, 43%, 45%, 35%, 38%, and 37% respectively. The Municipality, with all the facilities, positioned ninth out of 26 MMDAs at the regional level and 125th out of 216 MMDAs at the national level in the BECE (GES, 2020). The study further revealed that, in 2016, out of a total number of 3,828 pupils who sat for the BECE in the Municipality, only about 41% passed; some of the public schools recorded zero percent BECE pass rate. When this was presented in a forum organized by the Centre for Learning and Integrated Development (CALID), participants identified neglect of parental educational responsibilities as an important cause of such outcomes.

Poor parental care has been identified as the cause of pupils' abysmal academic performance in the Sagnarigu Municipality (Amuzu et al., 2017). According to the study, responses from some head teachers and teachers indicated that most pupils did not come to school with pocket money. Parents did not also show interest in discussing their wards' performance with their teachers; and again, most parents did not attend PTA meetings. All these behaviours showed that parents did not take their wards' education seriously, and this resulted in their poor performance, especially in the BECE (Amuzu et al., 2017). The study recommended that parents should live up to their responsibilities by actively showing interest in their wards' education in order to make them better future leaders (Amuzu et al., 2017).

2.3 Parental Involvement and Children's Educational Outcomes

Epstein et al. (2002) classify parental involvement into six categories: parenting, contact, volunteering, home study, decision-making, and group collaboration. The researcher defines parenting as parents' activities and routines that support children's academic and cognitive development. All details relating to learners' progress in performance are academically pertinent from home to school (Epstein et al., 2002). Learning at home can take many forms, including helping with homework, encouraging effort in class and emotionally involving them in their learning struggles. This aligns with prior studies which say that parental perspectives on education indicate a great impact on their children's academic success (Eccles and Harrold, 1996; Epstein, 1990).

Research shows that parents have always been involved in their children's education; but the level of involvement has changed over time as a result of significant changes in our society (Berger, 1991). Empirically, a study by Nyarko (2011) indicated that Ghanaian parents have always been

involved in their children's education in some form, but their participation has traditionally been restricted to school-related activities at home such as ensuring that homework is done. However, to see if school engagement is still lagging behind home engagement, Chowa et al. (2012) compared parents who had no involvement to those who had some level of involvement in their children's education. They observed that parents' involvement at home was higher than their involvement at school, though the difference was minimal. They also found out that parents attended PTA meetings very often and that it was mandatory for parents that wanted to avoid penalties. They concluded that parents in Ghana were involved in their children's education, but the level of involvement was very low.

The 'subjective' interactions that children have with their parents, however, could differ based on the family structure in different ways (Ceka and Murati, 2016). As a result, the relevance of the father in the family is very different from the role that is played by mothers (Ceka and Murati, 2016). Even though mothers are more willing to take on their positions in their children's education than fathers, their family responsibilities make fathers have a better impact in defining expectations and challenging children to do their best. (Constantine et al., 2000). Furthermore, a valuable tool for fostering the formation of one's own personality is the mother's function as an educator. The expectation that every child who is nurtured and educated in a mother's presence will achieve the highest possible degree of physical, psychological, and social development is without a doubt (Ceka and Murati, 2016). Children are physically and psychologically impacted by their mothers who serve as examples for their future development during the emotional stage of developing their general moral beliefs (Ceka and Murati, 2016). Also, according to Bornstein et al. (2011), mothers exhibit more modern and progressive parenting attitudes than fathers do, while fathers seem to have more authoritarian attitudes. The results from a study by Nyarko (2011) showed that

children's academic achievement and mothers' involvement in school were both positively and significantly associated, whilst the relationship between fathers' role in children's academic performance was found not to be significant. Grolnick and Slowiaczek (1994) also discovered that mothers were more involved than fathers in each of the three areas of parental involvement in children's education: behaviour, cognitive-intellectual and personal.

Additionally, parental involvement is also influenced by family composition (Astone & McLanahan, 1991; Jordan et al., 2001). For example, Astone and McLanahan (1991) opined that children brought up by single parents or stepparents received less care and supervision than children raised by two parents. When children are raised by the former, it can lead to truancy and other social vices, which even affirms the assertion of Afia et al. (2019), who argued that the majority of high school truants did not reside with their mothers and fathers. They went further to say that a student's likelihood of truancy rises when he or she lives with only one parent, and even more so if the youngster lives with neither his mother nor father.

A child's education and development are also significantly impacted by poverty (Coleman, 1990). Poverty-related stress among students may lead to truancy and other undesirable behaviours. Wadsworth et al. (2008) argued that pupils who lived in persistent poverty would experience negative effects on their physical, emotional and academic health. Poverty brings about a variety of stressors, including financial hardship, family strife, numerous movements, changes in routine, exposure to discrimination and other traumatic events that can have a negative impact on pupils' behaviour.

Pharrington and Lober (2000), discovered that parental poverty and low socioeconomic position are significant risk factors for juvenile violence. Psychological behaviour problems like hyperactivity and impulsivity problems have also been linked to poverty and have resulted into

low academic performance and crime. (Pharrington & Lober, 2000). The findings of Omoniyi et al (2019) also indicated that adolescents whose parents were unable to supply them with basic necessities such as food, clothing and school supplies were more likely to skip school in order to support themselves.

Again, research showed that parental knowledge, views, values, and aspirations regarding raising children were influenced by parents' educational level, and that a range of parental behaviours are thus indirectly associated with children's academic successes (Walker et al., 2021). For instance, having more education may make parents more alive to their duties as regards their children's education, and also help them learn and practice social skills and problem-solving techniques that will help their children perform well in school. Students whose parents are highly educated may therefore value learning more, have more faith in their own abilities, have a stronger sense of purpose in their work, and employ more successful learning techniques than students whose parents have lower levels of education (Walker et al, 2021). Parents with little schooling find it a challenge to do all that, resulting in the low performance of their wards in school and also making their future quite bleak.

2.4. Parental Influence on Truancy and Absenteeism

Parents' education, parental supervision and household income are all parental characteristics that could influence truancy. Henry (2007) looked into absenteeism in eighth and tenth grade students and discovered a link between family traits and truant behaviour. Henry's research showed that truancy is more likely to occur in children whose fathers have less education. If the mother had dropped out of high school, the likelihood that the child would skip school was even higher.

Henry's work also testifies that the longer a child is unsupervised after school, the more likely they fall into truant behaviours.

Zhang et al. (2007) also associated truancy with household income. That is, students from low-income homes were more prone to engaging in truancy. The study further revealed that internal family issues and conflict had an impact on truancy rates and the inability of families to provide for their children's fundamental needs was often a contributing factor. Other parental factors in the parental domain had been found to have a significant impact on truancy, including inconsistent discipline and ineffective parenting techniques, low family social support and high family mobility, parental emotional disorders, child abuse or neglect, single-parent homes, large family sizes, transportation issues, family conflict and domestic violence (Epstein & Sheldon, 2002; McCluskey, Bynum, & Patchin, 2004; Teasley, 2004).

Truant children had also experienced a range of harmful influences and habits in their households. Among truant pupils, it was typical to see a history of marital violence, family strife, child abuse and neglect, victimization, exposure to parental and family substance misuse (drug and alcohol abuse) and criminal conduct (Baker et al., 2001; Bell et al., 1994; Dukes & Stein, 2001; USDOE, 2006). Additionally, Baker et al. (2001) included dysfunctional home factors and parental marital instability as some other causes of truancy.

Also, parental supervision and discipline are factors of truancy. Families where the parents do not treat absenteeism seriously typically have truant children (USDOE, 2007). Corville-Smith et al., (1998) found that truants believed that parental discipline was inconsistent and ineffectual. This led to students skipping school with impunity or no repercussions (except for those imposed by the school upon their return).

Alidu (2018) found that family dynamics play a major role in absenteeism and truancy. Home characteristics that affect attendance negatively include overcrowding, frequent moves and a poor parent-child bond. In a study by Reid (2005), parents and students mentioned school-related factors such as school structure and school composition as important factors that influence students' school attendance (Reid, 2005).

Again, some parents justify pupils' absenteeism from school for family-related reasons in so far as it is meant to solve family issues. As a result, they might not compel students to go to school. Additionally, studies have shown that family behaviours often have a greater impact on children's attendance behaviours like caring for siblings, which are acceptable excuses for students to miss school (DeKalb, 1999). These students might have to leave class to attend to a sick family member or work to earn extra money for the household.

According to Kleine (1994), children from families with single parents or families with more children than usual are more likely to skip school than their peers. Additional risk factors at the family level include inadequate family involvement in education and low educational achievement among parents and siblings (Hammond et al., 2007). Truancy can be significantly predicted by parents' level of involvement in their children's schooling. Parents who are actively involved in their children's education—whether by checking on homework, encouraging good behaviour, or joining the parent-teacher association—are less likely to have truant children (Epstein & Sheldon, 2002).

2.4 .1 Empirical Study on Truancy

Alidu (2018) conducted a study on training teachers and parents about how to minimize truancy among basic school pupils of Savelugu West Circuit of the Ghana Education Service. He found

out that the majority of truants lived with single parents, especially their mothers, and that because the communities studied were so impoverished, the mothers who provided for the basic needs of the students had to supplement their own labour with that of their children in order to improve their families' financial situation. As a result, some students went with their parents to market to trade, sometimes during class hours, which exacerbated the problem of truancy.

Apart from parental influences, other students were enticed by peers who sold shea nuts on market days along the Tamale-Bolgatanga route. The study found that teachers in the study communities used punishment rather than counselling as a truancy reduction approach, which escalated the problem. Teachers gave students homework and tasks, but they did not encourage them to complete and turn them in. The apathetic attitude of teachers to pupils' take-home assignments made truants not feel the need to complete and turn in homework or assignments. It was observed that parents' and teachers' lukewarm attitudes towards truancy constituted some of the major factors militating against effective teaching and learning. Reid (2005) also revealed that parents and students mention school-related factors such as school structure and school composition as the main contributing factors for a significant impact on students' engagement or disengagement from school.

2.5 Gaps identified in Literature

Enough literature has established the significance of parenting and educational outcomes. It has been established through literature that parenting contributes to the educational outcomes of children. However, only little research has been done on the effects of parental attention on children's educational outcomes. Therefore, this current study seeks to investigate more on parenting and educational outcomes of pupils.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter presents the methodology adopted and the specific activities carried-out in order to achieve the objectives of the study. The section presents the profile of the study area, theoretical concept and the conceptual framework. It also contains the research design, sampling methods, and sources of data. It again presents the methods of data analysis.

3.1 Profile of the Study Area

Sagnarigu Municipal District is one of the sixteen districts in the Northern region of Ghana. It was once a part of the then Tamale Municipal District, which was formed in 1988 from the former West Dagomba District Council. In 2012, a small northern portion of the district was divided off to form the Sagnarigu District with the remaining part retained as the Tamale Metropolitan District (which was elevated to a Metropolitan District Assembly status in August 2004). In March 2018, the Sagnarigu District was elevated to status of a Municipal District Assembly. The Municipality's capital is Sagnarigu.

3.1.1 Study Area

The Municipality shares borders with the Savelugu-Nanton Municipality to the north, Tamale Metropolis to the south and east, Tolon District to the west, and Kumbungu District to the north-west. It has a total land area of 200.4 km². The Municipality lies between latitudes 9°16' and 9°34' North and longitudes 0°36' and 0°57' West.

3.1.2 Population Size, Structure and Composition

According to the 2021 Population and Housing Census, Sagnarigu Municipality has 341,711 inhabitants, representing 15 % of the total population of the region. 49.8 % of the population were

males and 50.2% were females. The Municipality has an urban population of 278,865, representing 81.6 percent. The district's population is primarily young (aged 0 to 19), making up 20.2% of the total. The population pyramid in the district has a broad base with a few elderly (aged 65 and over) people at the bottom (2.9 percent) (PHC, 2021).

3.2 Theoretical concept

Attachment theory

A very popular theory on social and emotional development is the attachment theory. The father of attachment theory, British clinical psychologist, John Bowlby, argued that throughout the first few years of life, children form strong emotional ties (attachments) with their caregivers. The foundation of the child's developing sense of self and interpersonal style is provided by these attachment bonds, which were formerly necessary for survival. Children with secure attachments have parents who are receptive to their needs for intimacy and attachment and supportive of their growing autonomy. In contrast, children with anxious attachments have parents who are less receptive, who may reject their needs for intimacy and attachment or who obstruct their growing autonomy. Children that feel secure achieve the best results in almost every area of development. For instance, they are more confident in themselves, get along better with others, including instructors and peers, and are more persistent when it comes to cognitive activities like problem-solving. They also know when and how to ask for help. People who are secure in their understanding of attachment issues as adults are more likely to give their own children a strong foundation. When viewed collectively, these varied strategies highlight critical aspects of the best of parenting. It should come as no surprise that kids seem to do best when their parents are kind and involved, attentive to their needs, and helpful in understanding and resolving their emotions. Additionally, it is critical for parents to keep an eye on their kids, uphold age-appropriate

expectations, establish and enforce realistic boundaries, employ consistent punishment, and encourage the growth of healthy autonomy.

3.3 Conceptual Frame Work

The conceptual framework for this study is designed to help understand how parenting affect the educational outcomes of pupils. The conceptual framework shows the link between parenting and educational outcomes of Junior High School pupils. The framework is founded on the notion that the educational outcomes of pupils are influenced by parenting and the gendered involvement of parents.

In this study, I conceptualize that a parent's socio-economic status, educational level, and cultural norms function as operative factors that affect parenting. Furthermore, they are seen as casual factors of good parenting, which contribute to pupils' educational outcomes. The framework also distinguishes between male and female parental involvement in their children's education. It postulates that successful educational outcomes depend on interactions between the school and home, in which case parents are seen as partners in their children's education.

3.3.1 Theoretical constructs

Cultural norms: Cultural beliefs, norms, and values in society determine, to a large extent, parenting practices. These norms have an impact on the ideas and values parents instill in their children, the behaviours that are deemed acceptable, and the strategies employed to instill these values and behaviours. Most of the time, parents plan and give care according to indigenous cultural belief systems and behaviour patterns. Indeed, culturally constructed norms can be so powerful that parents are known to act on them, setting aside what their senses might tell them about their own children.

Parents' educational level: Parents' knowledge, views, values, and objectives regarding raising children are influenced by their educational background. Higher levels of education, for instance, may make it easier for parents to get involved in their children's education. It is expected that education will make it possible for parents to learn and practice social skills and problem-solving techniques that will help their children succeed in school.

The socioeconomic level of parents: Socioeconomic circumstances of a family are expected to have significant impact on parenting through their effects on the mental health of the parents and through access to resources. Along a socioeconomic gradient, parents' cultural values and knowledge of child-rearing may also differ, which could have an impact on parenting. Therefore, it is assumed that the socioeconomic status of parents can affect the development of children.

Parenting style: The process by which parents raise their children is known as parenting style. A parent's history of parental guidance as a child could affect how they behave as adults. This also translates into how they bring up their children. Therefore, it is assumed that the type of parenting style adopted by a parent normally affects the development of children.

Parental involvement: Parental role in a child's education is a very necessary factor in the child's life. Parents' connection with their children's school makes them understand the syllabus which could enhance their ward's performance at school. However, when they fail to get involved with their children's education, it can lead to low performance, truancy, school dropout and other social vices.

Educational outcomes: These are objectives achieved as a result of the inputs put in place. It shows how satisfactory one is in their achievements, performance and many more.

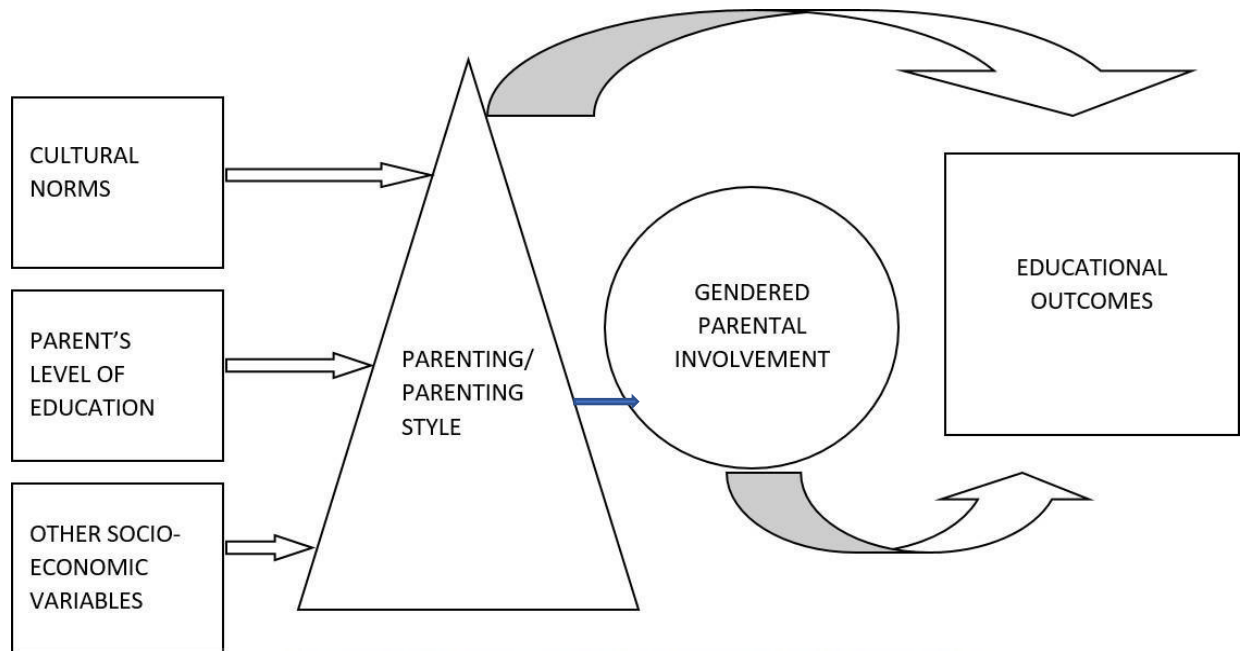


Figure 3.1 Conceptual Framework

Source: Author's own construct

3.4 Research Design

This study employed the sequential explanatory mixed method research design, which combines qualitative and quantitative research methods. According to Creswell (2009), the mixed method approach is considered pragmatic in nature as it entails the sequential collection of the two types of data: quantitative and qualitative data. Given this design, the research is based on the assumption that collecting diverse types of data best provides an understanding of a research problem (Creswell, 2009). Thus, mixed method provides a thorough comprehension of the data obtained, particularly in the case of qualitative data, and it helps deepen the understanding of research difficulties (Cresswell, 2013). The sequential explanatory design was used because the collection started with the quantitative aspect followed by the qualitative aspect and then analysis.

3.4.1 Target Population

Junior high school pupils in the Sagnarigu Municipality were the main target of the study because parenting is expected to have impact on their academic performance. However, the study also involved parents, head teachers and teachers.

3.4.2 Sampling

Simple random and purposeful sampling techniques were employed. The simple random sampling was used quantitatively and the purposeful sampling was used qualitatively. Simple random sampling which chooses respondents from a sample frame at random, is most commonly done with big sampling frames, where either a table of random numbers or computer-generated random numbers are used. This technique was employed to randomly choose pupils for the study. Accordingly, the total number of respondents for this was one hundred and twenty (120) pupils. The sample was used because the researcher wanted to know the level of parental involvement across all levels of the JHS schools selected. Hence the quantitative data was collected using the simple random sampling technique.

Purposive sampling, sometimes referred to as judgmental sampling, is a non-probability sampling technique where a researcher selects a sample based on their evaluation of the attributes required in sample members and the specific purpose that the researcher has in mind based on their research (Proctor, 2000). The researcher chose the sample for the in-depth interviews using purposeful sampling to sample both the parents (these were parents of both truant and non- truant pupils who were available and willing to take part in the interview) and teachers in the chosen schools based on the knowledge they possessed in the study area. The sample was used to collect data quantitatively. The sample was again used to select the schools because of how the endowed (better or less) nature of these schools made it convenient for the researcher. Better endowed school was

defined as a school with(good infrastructure, adequate textbooks and other relevant teaching and learning materials. Almost all students hail from literate families).

Less endowed school was defined as a school with (poor infrastructure, inadequate teaching and learning materials, most parents here are illiterate).

3.5 Data Collection

The data was gathered from two major sources. These were the primary and secondary sources. Primary data was gathered through administering questionnaires (close-ended) and conducting interviews (face-to-face). A student survey questionnaire was the main instrument used for primary data collection. The printed questionnaires were administered to 120 pupils. A questionnaire was administered to find out the extent of parental involvement in the education of the pupils and the extent to which parenting contributed to the truant behaviour of pupils. Interviews were also conducted with teachers and parents to assess the level of parental involvement and how parenting contributed to the truant behaviour of pupils. An interview guide or semi-structured interview guide was developed to streamline the interview process. In-depth interviews on the topics under research were conducted using this method. Interviews were conducted in both English and Dagbani. Respondents' consent was sought. Respondents were asked whether they will like to take part in the interview or not. Respondents were again assured of anonymity and confidentiality in every interaction with them. Thus, they were informed that the information provided was going to be used for academic purpose only and shall be treated in the strictest sense of confidentiality. In this particular study, interviews were conducted on a one-to- one basis. The interview guide had four sections: profile, educational outcomes, parental gender involvement in pupils' educational outcomes, and how parents contribute to the truant behaviour of pupils.

Secondary data on the performance of students in the BECE from selected schools in the Sagnarigu Municipality was also collected.

3.6 Data Analysis

Data was collected, sorted, edited, and coded as questionnaires were completed and returned. Then, a data entry capture template was developed in Stata. Also, qualitative data gained through in-depth interviews was organised, interpreted and evaluated according to themes. This was utilized to confirm and back up the results of the quantitative data analysis.

Objective one was to examine the academic performance of pupils in the Sagnarigu Municipality. This was achieved using secondary data collected from the head teachers of the schools based on the pupils' performance at the BECE for a three-year period (2018–2020). Grades 1 to 5 were used to determine the pass rate. This meant that students were regarded as having successfully passed the BECE if they got at least a grade of 5 in six subjects, including English and Mathematics. This translates to aggregate 6 to 30 for a pass. Descriptive statistics in the form of percentage frequencies and a bar graph were used to summarise the secondary data on pass rates. The description of performance trends was done with respect to how (better or less) endowed the school was.

The second objective was analysed by interviewing both male and female parents and teachers using an interview guide. The interview was recorded and transcribed by carefully listening to the recorded audio. The analysis of pertinent sections of the research questions was also done. Convergent ideas were thoughtfully synthesised to address the pertinent study issues and give meaning to previously expressed ideas.

Objective three of the study was to examine whether parenting contributes to truancy. Both the probit and ordered probit regression models were used to determine how parenting contributes to the truant behaviour of pupils. Let y represent truancy, which is the main dependent variable of interest and is measured either as a binary or ordered variables (described in detail in Chapter 4). Objective three is achieved by estimating the following equation by probit (for the binary dependent variable) and ordered probit (for the ordered dependent variable):

$$y_i = \alpha + \beta_1 School + \beta_2 Female + \beta_3 Age + \beta_4 Religion + \beta_5 WithParent + \beta_6 EducatedM + \beta_7 EducatedF + \beta_8 Pmoney + \beta_9 Food + \beta_{10} Lmaterial + \beta_{11} Uniform + \varepsilon_i$$

where α is the intercept, *School* is the type of school pupils attended (better or less endowed school), *Female*, *Age*, and *Religion* are the sex, age and religious affiliation of pupils, respectively; *WithParent* is an indicator variable which takes on the value one if pupil lives with their parent and zero otherwise; *EducatedM* and *EducatedF* are indicators of whether the pupil's mother and father are educated, respectively; *Pmoney*, *Food*, *Lmaterial*, and *Uniform* are indicator variables taking on the value one if parent provides pupils with pocket money, adequate food during school, appropriate learning materials, and appropriate school uniforms, respectively. β_1 through β_{11} are the corresponding coefficients to be estimated, and ε is the random error that captures unmeasured or unexplained variation in the dependent variable.



Table 3.1 Summary of Study Methodology

Objective	Data	Approach	Unit of Data Collection	Analytical Technique
1. To determine the educational outcomes of Junior High School pupils in the Sagnarigu Municipality	Secondary	Quantitative	Head teacher	Descriptive statistics
2. To determine parental involvement in the education of Junior High School pupils in the Sagnarigu Municipality	Primary	Qualitative/ Quantitative	Pupils/ Teachers/ Parents	Thematic Analysis/descriptive statistics.
3. To investigate how parenting contribute to the truant behavior of Junior High School pupils in the Sagnarigu Municipality	Primary	Quantitative	Pupils	Descriptive Statistics (Stata)

Source: Author's own construct (2022).

3.7 CHAPTER SUMMARY

Both quantitative and qualitative methods were used to collect data for the study. Probability and non-probability samples were adopted to select respondents for the study. Specifically, simple random and purposeful sampling methods were used to sample respondents for questionnaire surveys and interviews. This included 120 pupils, 10 parents, 6 teachers and 2 headteachers. Therefore, the entire sample size for the study was 138. The responses were then edited and analysed. The next chapter deals with results and discussion.

CHAPTER FOUR

RESULTS AND DISCUSSION

This study aimed to achieve three specific objectives: to determine the educational outcomes of Junior High School pupils, to determine parental involvement in the education of Junior High School pupils, and to evaluate how parenting contributes to truant behaviour of Junior High School pupils. The chapter commences with the socio-demographic background of respondents. In the next section, it covers the three objectives of the study; the last section provides a summary for the chapter.

4. 1 Demographic and background data

Table 4.1 presents the descriptive statistics of the sampled pupils from the selected schools. Overall, girls made up the majority of the sampled pupils (61 per cent), which comparatively reflects the gender ratio of 51% females in the 2021 national Population and Housing Census (PHC 2021). A lower proportion of pupils from Choggu Yapalsi JHS (the better-endowed school) were female (52 per cent) compared with 70% of girls in Kpalsi Zion JHS (the less-endowed school). The age of the pupils sampled ranged between 11 and 20 with a higher mean age in the better-endowed school (15) compared with 14 in the less-endowed school. With respect to religious denomination of the pupils, the majority were Muslims (69%) with the rest being Christian. There were slightly more Muslims in the better-endowed school (73 per cent) than in the less-endowed school (65 per cent). This assertion reflects the predominance of Islam in the Sagnarigu Municipality and indeed the northern region.

Table 4.1 Descriptive statistics of respondents' background information

	Choggu Y JHS	Kpalsi Z JHS
Sex		
Female	52%	70%
Male	48%	30%
Age		
Mean	15	14
Minimum	11	11
Maximum	20	18
Religious affiliation		
Islam	73%	65%
Christianity	27%	35%

Source: Field survey, 2022.

A common illustration of parents' socioeconomic status (SES) is their occupation. Parents with high-level occupations ultimately have the advantage of enjoying higher SES, hence they tend to have higher incomes than those in low-level occupations. Pupils from the former category of parents usually enjoy some privileges, which could enhance their performance at school as opposed to those in the latter group. The survey thus interrogated the occupation of the parents of the pupils under consideration. Figure 4.1 shows that majority of the parents were into trading and related activities (50 per cent), the rest were either in to agriculture (30 per cent) or were unemployed (20 per cent).

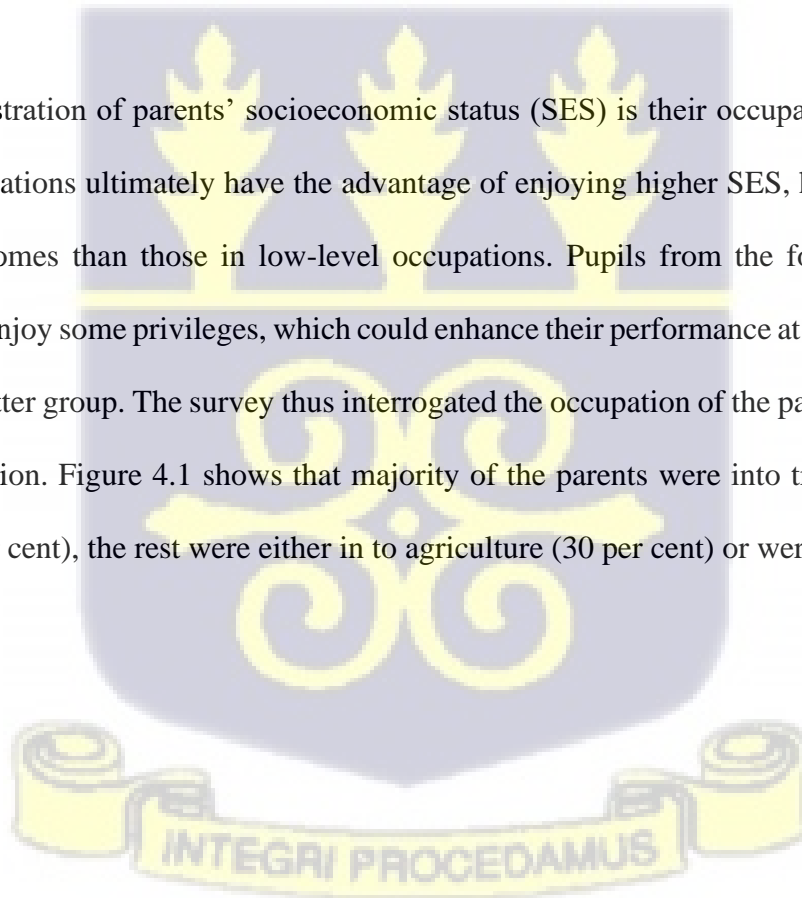
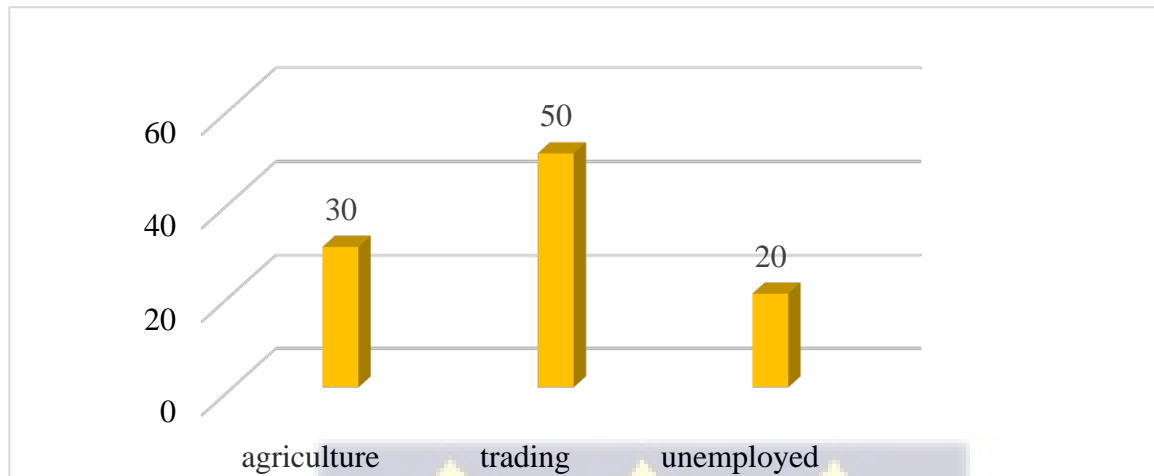


Figure 4.1. Parents occupation

Source: Field survey, 2022.

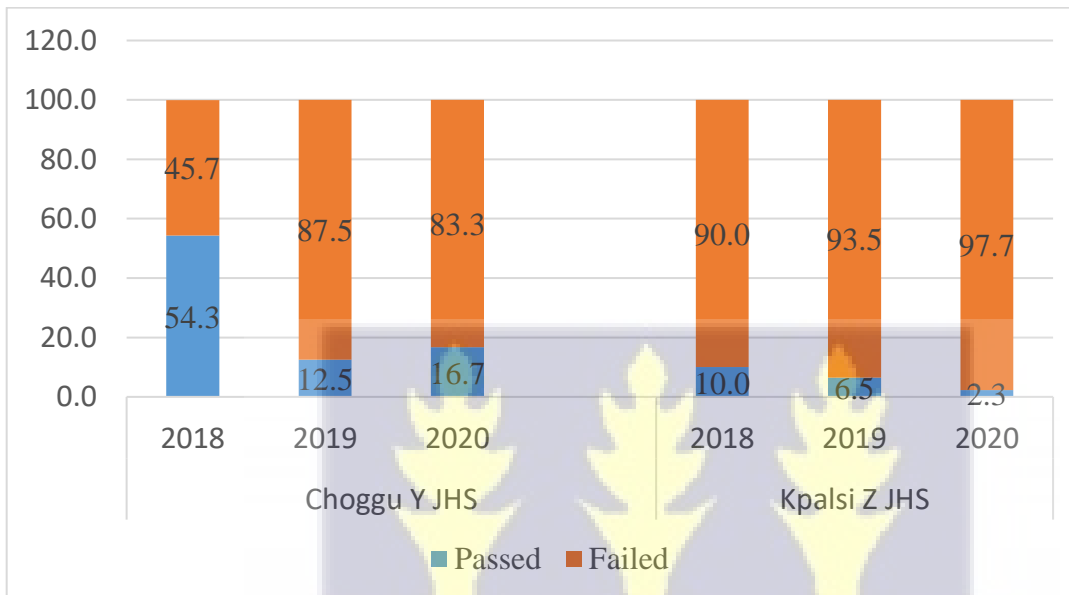
4.2 Academic Performance of Junior High School Pupils

Figure 4.2 shows the trends in the proportions of pupils who passed their BECE from 2018 to 2020.

The results show a very worrying trend where except in the better-endowed school in 2018, the majority of pupils have been failing the BECE, with fail rates ranging from about 46 per cent to as high as approximately 28 per cent. As could be expected, the situation has been much worse in the less-endowed school relative to the better-endowed school for all the three years shown in Figure 4.2. But even for the better-endowed school, the year 2019 saw a significant drop in pass rates, from about 54 per cent to about 13 per cent, with a slight increase of about four percentage points in 2020. The less-endowed school on the other hand has always witnessed a decline in their pass rate since 2018. Although the better-endowed school did quite better than the less-endowed one, everything still point to the fact that the performance of the schools at the BECE level has been very poor. The findings portray a clear picture of the Municipality's BECE scores from 2018-2020 as 35 per cent, 38 per cent and 37 per cent respectively. The Sagnarigu Municipality, positioned

ninth out of 26 MMDAs at the regional level and 125th out of 216 MMDAs at the national level in the BECE (GES, 2020) which is pitiful considering all the educational amenities in the municipality.

Figure 4.2 Performance in BECE, 2018–2020



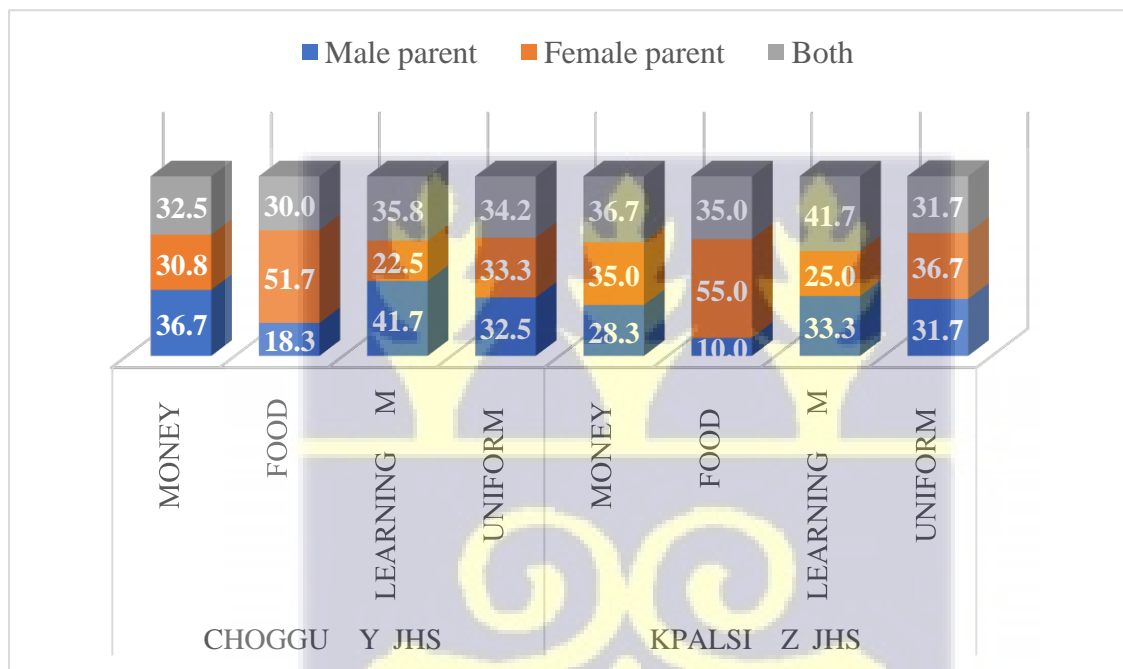
Source: Field survey, 2022

4.3 Parental Involvement in the Education of Junior High School Pupils

The level of parental involvement in a child’s education was investigated using a number of closed-ended questions that were administered to pupils for which the multiple choices were father only, mother only, or both parents. The question was about the provision of their wards’ school needs as presented in Figures 4.3. The data depicts that female parents were seen to be more involved with the provision of food for their wards in both schools. The fact that a greater proportion of women provided food for their children may be explained by the fact that in Ghana's socialisation process, women play a significant role in providing home-based care for children. The result further revealed that in the better endowed school (Choggu Y JHS), male parents provided more

learning materials and pocket money for their wards, while in the less endowed school (Kpalsi Z JHS), both parents equally provided them. In the case of the latter, both parents were involved because they were aware of the less endowment of their school whereas in the former the male seemed to be more placed financially than the female parents.

Figure 4.3 Parental involvement in the provision of school needs



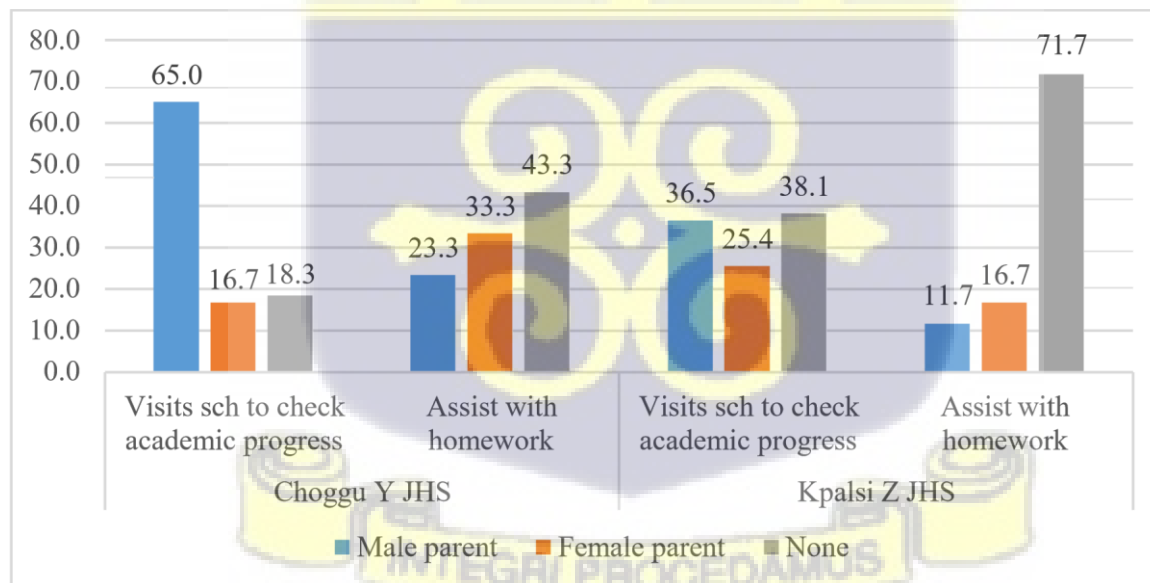
Source: Field survey, 2022

Figure 4.4 Presents the results of parental involvement in the academic life of their wards. In both less and better-endowed schools, a higher proportion of male parents relative to female parents visited their children's schools to check on their academic performance, although much more so in the better-endowed school (about 65 versus 17 per cent) than in the less-endowed school (about

37 versus 25 percent). Again, a significant number of parents in both better and less endowed schools also did not visit their wards in school to check on their academic progress (about 18 and 38 per cent respectively). The apathetic nature of parents towards the visitation of their wards in the less endowed school could account for their abysmal performance.

In this figure it is quite conspicuous that parents hardly assist their wards with their homework in both schools (about 72 percent in the less endowed school and 43 percent in the better endowed school). Although the results reveal that there is some amount of assistance in children’s homework in both schools by both parents, it is quite minimal. Assistance is more felt in the better endowed school (about 33 and 23 percent) than the less endowed school (about 17 and 12). Mothers however assist more.

Figure 4.4 Parental involvement in children’s academic work



Source: Field survey, 2022

The in-depth interviews also drew attention to the fact that both male and female parents provide

their children's school needs, but this depends on their financial abilities. "Both of the parents provide for their wards' necessities and they do that based on their financial capabilities." [Teacher respondent]

"I used to be the one providing for my children's school needs, but unfortunately, I lost my job and I am currently financially incapacitated. Therefore, their mother had to come in and support with the meagre income from her petty trading." [Male parent]

The in-depth interviews also showed that parents rarely visited the school to discuss the academic performance of their wards, although some male parents did. Parent Teacher Associations (P.T. As) were active before the government through the Ghana Education Service dissolved most of their activities. Therefore, parents and teachers were asked which of the parents mostly attended such meetings prior to the curtailment of their activities. The responses were that, the female parents were mostly involved, and the reason was that they were housewives and were usually at home, so they had time to participate instead of the male parents. The discussions showed that both parents fairly contributed towards the educational development of their wards.

4.4 Parenting and Truant Behaviour of Junior High School Pupils

The third objective of this study was to investigate how parenting contributes to the truant behaviour of pupils in Sagnarigu Municipality. Regression models were used to achieve this objective. Truancy was measured using answers to a 'qualitative' question about how often a pupil absented themselves from school. The possible choices were: (a) rarely, (b) sometimes and (c) often. A pupil is defined as being truant if they sometimes or often absented themselves from school. First, Table 4.2 shows the mean summary statistics of the variables used to explain truancy. The variables are summarised by the binary truancy status, that is, the binary variable that takes on the value one if a pupil absented themselves from school sometimes or often and zero otherwise.

The last column of Table 4.2 shows the p-values from testing statistically significant difference in each variable by truancy status.

Table 4.2 Mean summary characteristics of the sample by truancy

	(1)	(2)	(3)	(4)
	Total	Truant	Present	p-value
VARIABLES	n = 120	n = 38	n = 82	of diff.
Less endowed school (%)	49.2	50.0	48.8	0.902
Female pupil (%)	60.8	47.4	67.1	0.040
Mean age of pupil	15.1	15.1	15.1	0.885
Muslim (%)	69.2	76.3	65.9	0.252
Lives with parent (%)	86.7	71.1	93.9	0.001
Educated mother (%)	20.0	13.2	23.2	0.205
Educated father (%)	22.5	10.5	28.0	0.033
Parent provides enough pocket money (%)	32.5	31.6	32.9	0.885
Parent provides enough food (%)	30.0	28.9	30.5	0.865
Parent provides adequate learning material (%)	35.8	31.6	37.8	0.512
Parent provides adequate school uniform (%)	34.2	15.8	42.7	0.004

Column (4) shows that there is no statistically significant (90 per cent significant level) relationship between type of school and truancy. Female pupils represented 61 per cent of the entire sample, but of those who were truant, only about 47 per cent were female. This suggests, as the statistical test shows, that truancy is significantly less among female than male pupils at the 5 per cent level. The mean age of pupils does not differ by truancy status. Aside from sex of pupil, three other variables in Table 4.2 show statistically significant difference at the 5 per cent level by truancy status. These are: living with parent (a smaller proportion of those who live with their parents tend to be truant), father's education (a smaller proportion of educated parents' children are truant), and the provision of adequate school uniform by parent (a smaller proportion of those who are provided with adequate school uniforms are truant).

I now turn attention to the regression results that control for other factors that may influence truancy. Table 4.3 presents that binary probit regression results. A study by Reid (2005) revealed that school-related factors such as school structure and school composition significantly affect a student's engagement or disengagement from school. Therefore, one might expect truancy to be less in better-endowed schools since such schools have better facilities. However, the result from this study suggested that pupils from the less-endowed school were less likely to be truant compared with their mates from better-endowed schools. This result is contrary to expectation, although the association is not statistically significant at the 5 per cent level, which is similar to the descriptive statistical results that did not control for other factors.



Table 4.3 Probit regression estimates of the determinants of truancy among JHS pupils

VARIABLES	(1) Coefficient	(2) Average marginal effects
Less endowed vs. better-endowed school	-0.149 (0.297)	-0.040 (0.078)
Female vs. male pupil	-0.635** (0.278)	-0.175** (0.074)
Age of pupil	-0.185** (0.091)	-0.049** (0.023)
Muslim vs Christian pupil	0.407 (0.299)	0.106 (0.074)
Pupil lives with parents	-1.377*** (0.430)	-0.412*** (0.111)
Mother is educated	-0.654* (0.392)	-0.160* (0.082)
Father is educated	-1.195*** (0.449)	-0.266*** (0.073)
Parent provides enough pocket money	-0.180 (0.329)	-0.047 (0.084)
Parent provides enough food	0.312 (0.388)	0.084 (0.105)
Parent provides adequate learning materials	0.280 (0.374)	0.075 (0.100)
Parent provides appropriate school uniform	-1.060*** (0.359)	-0.262*** (0.077)
Observations	120	120
Pseudo R-squared	0.251	

Standard errors in parentheses *** p<0.01, ** p<0.05, * p<0.1

The regression results indicate that female pupils have nearly 18 percentage points lower probability of being truant. This result is statistically significant at 5 per cent level. This observation confirms the assertion by Ampofo et al., (2022) that male students exhibit a higher truancy rate than female students, despite the fact that females are more likely than males to miss school with parental permission. The study also reveals that older pupils are significantly less likely

to be truant. Specifically, increasing pupil's age by an additional year decreases the probability of truancy by about five percentage points.

Living with parents has a very large and statistically significant (at the one per cent level) truancy reducing effect. It is estimated that a pupil living with their parents reduces the probability of truancy by 41 percentage points. This affirms a study which argued that the majority of high school truants did not reside with their mother and father (Afia et al., 2019).

The educational level of a pupil's mother has a statistically weak effect on truancy – the probability of truancy is about 16 percentage point lower for pupils whose mothers are educated relative to those who are not educated, but the effect is only significant at the 10 per cent level. On the other hand, a father's education has a large and statistically strong truancy-reducing effect. The probability of being truant is about 27 percentage points less among pupils whose fathers are educated compared with pupils of uneducated fathers, and the difference is significant at the one per cent level. The result affirms a study done by Walker et al., (2021). They found that parental knowledge, views, values, and aspirations regarding raising children are influenced by parents' education and that a range of parental behaviours are indirectly associated with children's academic achievement (Walker et al., 2021). For instance, having more education may make it easier for parents to be involved in their children's education and to learn and practise social skills and problem-solving techniques that will help their children succeed in school.

Finally, the results suggest that pupils who are provided with appropriate school uniforms have about 26 percentage points less probability of being truant and this is significant at the one per cent level. This implies that pupils are less likely to be truant if their basic needs are provided for. These corroborate the explanation that adolescents whose parents are unable to supply them with basic

necessities such as food, clothing, and school supplies are more likely to skip school in order to support themselves (Omoniyi et al. 2019).

The ordered probit regression of the determinants of truancy is reported in Table 4.4. This model using the three levels of truancy as dependent variable without reducing into a binary variable which might lead to information loss than thus change the findings of interest. The results indicate that both the ordered and binary models tell a similar story except that sex of pupil has a weak effect in the ordered probit model, being statistically significant only at the 10 per cent level.



Table 4.4 Ordered probit regression estimates of the determinants of truancy among JHS pupils

VARIABLES	(1) Coefficient	(2) AME (Rarely)	(3) AME (Sometimes)	(4) AME (Often)
Less endowed vs. better-endowed school	-0.266 (0.257)	0.075 (0.072)	-0.031 (0.029)	-0.044 (0.044)
Female vs. male pupil	-0.433* (0.251)	0.126* (0.072)	-0.052 (0.033)	-0.074* (0.042)
Age of pupil	-0.176** (0.087)	0.050** (0.024)	-0.021* (0.011)	-0.029** (0.014)
Muslim vs Christian pupil	0.276 (0.288)	-0.077 (0.078)	0.034 (0.037)	0.043 (0.042)
Pupil lives with parents	-0.982*** (0.300)	0.313*** (0.093)	-0.090*** (0.031)	-0.223*** (0.080)
Mother is educated	-0.537 (0.377)	0.142 (0.088)	-0.067 (0.048)	-0.076* (0.043)
Father is educated	-0.919** (0.430)	0.228*** (0.085)	-0.111** (0.053)	-0.117*** (0.041)
Parent provides enough pocket money	-0.153 (0.313)	0.043 (0.086)	-0.019 (0.038)	-0.025 (0.049)
Parent provides enough food	0.234 (0.354)	-0.067 (0.102)	0.027 (0.039)	0.040 (0.063)
Parent provides adequate learning materials	0.297 (0.355)	-0.085 (0.102)	0.034 (0.038)	0.051 (0.065)
Parent provides appropriate school uniform	-1.065*** (0.292)	0.281*** (0.071)	-0.142*** (0.038)	-0.140*** (0.045)
Observations	120	120	120	120
Pseudo R-squared	0.156			

Standard errors in parentheses *** p<0.01, ** p<0.05, * p<0.1

This study shows that effective parenting, which prioritizes children's wellbeing and upbringing, could reduce truancy behaviour and support high achievement. Additionally, effective parenting

could provide the needed atmosphere at home and at school to foster learning and generate good academic success. Similarly, bad parenting promotes truancy behaviour, leading to unhealthy lifestyles, resulting in poor academic performance.

4.5 Chapter Summary

Summarily, the chapter has dealt with the results of this study. The analysis focused on the views of pupils, parents and teachers. Data from the structured questionnaires, interviews, and findings from previous studies were employed to buttress the discussions. The analysis began with the demographic characteristics of the respondents, followed by the results and discussion around the research objectives.



CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

The preceding chapter has presented the results of examining parenting and educational outcomes of Junior High School pupils in the Sagnarigu Municipality. This chapter provides the summary of main issues addressed and the key conclusions drawn. It also provides recommendations that could contribute positively to educational outcomes in the Sagnarigu Municipality.

5.1 Summary and main findings

The overall objective for the study sought to examine parenting and educational outcomes of JHS pupils in the Sagnarigu Municipality of the Northern Region of Ghana. The findings from the study showed that academic performance in both the better and less endowed schools selected for this study had been poor. This portrayed a clear picture of the Municipality's BECE scores from 2018-2020 (GES,2020). This affirmed that although the Municipality has most of the traditionally good schools in the Northern region, there were still schools that recorded very poor performance at the BECE level.

The findings also depicted that parental involvement in the education of Junior High School pupils was quite fair across gender in the categories of schools selected for the study. Female parents provided food generally for their wards in both better and less endowed schools. While male parents provided learning materials more in the better endowed school, both males and females provided them equally in the less endowed school. The study again stipulated that male parents generally visited schools more to check on their wards' academic performance; but it was higher in the better endowed school. It is evident from the findings that a significant number of parents showed apathy in visiting their wards' schools to check on their academic progress. The study further revealed that most parents did not assist their wards in their homework. The few who

assisted their wards with homework came more from the better endowed school, and mothers dominating in the assistance.

On the issue of parenting and truant behaviour of JHS pupils in the Sagnarigu Municipality, a number of revelations were made. It was based on how often students absented themselves from school. The study revealed that female pupils were more likely to be less truant than the males. Again, pupils living with parents' likelihood of reducing truancy was 41 by points. Finally, a mother's education had less effect on truancy and a father's education had a strong effect on reducing truancy.

In conclusion, it was viewed that in both better and less endowed schools' parents fairly contributed towards the educational development of their wards. The abysmal performance of their wards could hinge on the low severity of the above findings.

5.2 Conclusion

The effective upbringing of children's educational development in the Sagnarigu Municipality is highly possible. Parents only need to step up their parenting responsibilities in the care and provision of their wards' educational and social needs. Parental involvement in their wards' education however should be across gender (female and male parents). Children need to be motivated to learn positively. With effective parenting and good motivation of learners, therefore, educational outcomes would be enhanced in both better and less endowed schools in the Municipality.

5.3 Recommendations

It is abundantly clear from the literature review that a lot of studies had been made on parenting and the educational outcomes of JHS pupils, although hardly any research had been carried out in

the Sagnarigu Municipality. The research findings show that there is hope for children's effective education if parenting and government interventions are carried out effectively. Based on the findings the following recommendations are made.

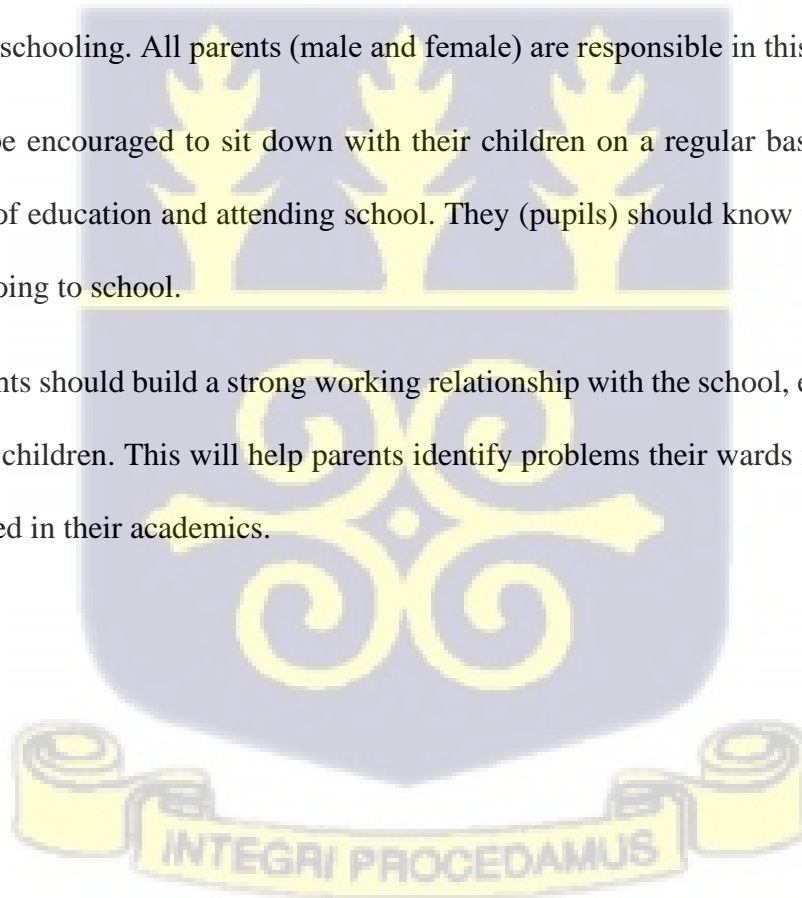
PTA meetings should be made active again so that teachers and parents will be able to participate in the effective discussion of issues concerning the schools and find solutions to them.

Pupils' academic work should be encouraged both at home and at school. Pupils' movement in and out of both school and home should be observed and checked by both parents and teachers.

Parents need to demonstrate good parenting by providing almost everything that will enable their wards' effective schooling. All parents (male and female) are responsible in this case.

Parents should be encouraged to sit down with their children on a regular basis to talk to them about the value of education and attending school. They (pupils) should know that they (parents) prioritise their going to school.

In addition, parents should build a strong working relationship with the school, especially with the teachers of their children. This will help parents identify problems their wards face in school and help them succeed in their academics.



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APPENDICES

APPENDIX I

QUESTIONNAIRE FOR PUPILS AT JUNIOR HIGH SCHOOL LEVEL

QUESTIONNAIRE FOR STUDENTS

Dear Respondent,

I am a student of the University of Ghana, specifically Institute of Statistical, Social and Economic Research conducting research on parenting, gender and educational outcomes of pupils in the Sagnarigu Municipality. All information gathered through this study is completely confidential and anonymous. It will only be used to assist in this research and will be destroyed once completed. No one other than the researcher will know your individual responses to this questionnaire. No response is right or wrong; so please feel free to tick [] the correct answer or write your answer where space is provided for you to do so.

Please do you consent to partake in this survey? Yes [] No []

SECTION A

Socio-Demographic Characters

1. Gender: Male [] Female []
2. What is your age?
3. What is your level of study?
4. Nationality?
5. Religion: Christianity [] Islam [] Traditionalist []
6. Whom do you live with? Mother [] Father [] Both parents Other (specify).....

SECTION B

TO DETERMINE PARENTAL GENDER INVOLVEMENT IN THE EDUCATION OF JUNIOR HIGH SCHOOL PUPILS IN THE SAGNARIGU MUNICIPALITY

7. Which of your parents takes you to school?

Mother Father Both By myself Other

8. Who visits your school to discuss your academic performance with your teachers?

Mother Father Other (specify)..... None

9. Who provides the following items for you as a student most at times?

Item	Mother only	Father only	Both (sometimes mother or father)	Other
Food				
Money				
Learning materials (books, pens, erasers and many more among others).				
School uniform				

10. Who assists you with your homework most at times? Mother Father Other.....

SECTION C

TO ACERTAIN HOW PARENTING CONTRIBUTES TO THE TRUANT BEHAVIOR OF JUNIOR HIGH SCHOOL PUPILS IN THE SAGNARIGU MUNICIPALITY

11. In a term how often do you absent yourself from school? Once Twice Thrice and above

12. Why do you absent yourself from school? Financial problem Illness Other.....

13. Do your parents know you absent yourself from school? Yes No

14. Do your parents make you absent yourself from school? Yes No

15. How do your parents prevent you from going to school? Make you go to farm
Make

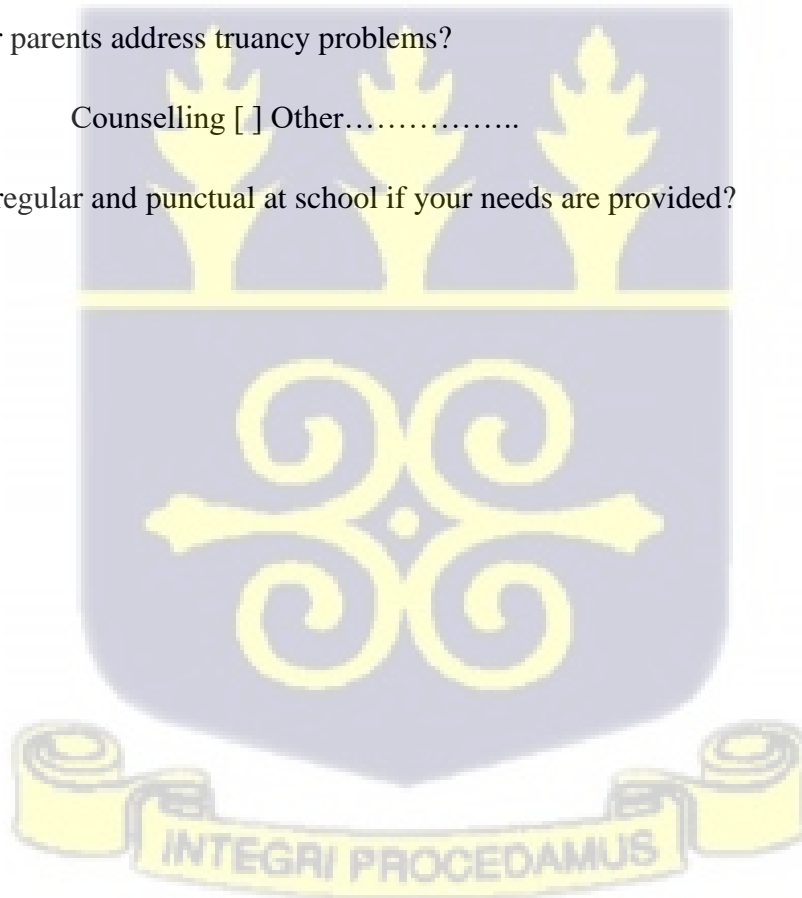
you hawk Make you over do house chores other.....

16. Do your parents get worried when you absent yourself from school? Yes No

17. How do your parents address truancy problems?

Punishment Counselling Other.....

18. Will you be regular and punctual at school if your needs are provided? Yes No



APPENDIX II
INTERVIEW GUIDE FOR THE HEADTEACHER

This research instrument is designed to seek relevant primary data for the conduct of an academic study on “PARENTING, GENDER AND EDUCATIONAL OUTCOMES OF JUNIOR HIGH SCHOOL PUPILS: A CASE STUDY OF THE SAGNARIGU MUNICIPALITY”. Your support and co-operation are very much anticipated?

SECTION A

Socio-Demographic Characters

1. Gender: Male [] Female []
2. Religion: Christianity [] Islam [] Traditionalist []

SECTION B

TO DETERMINE THE ACADEMIC PERFORMANCE OF JUNIOR HIGH SCHOOL PUPILS IN THE SAGNARIGU MUNICIPALITY

3. How many years have you been working as a head teacher of this school?
4. How would you describe the academic performance of students in this school?
5. What is the percentage of pupils from JHS 1 to JHS 3 who are able to graduate from the school yearly?
6. Since you became a headteacher in this school how has the graduating percentage of pupils been?
7. How will you grade the performance of your pupils in the BECE?
8. Kindly furnish me with the B.E.C.E results of the last 5 years?

APPENDIX III

INTERVIEW GUIDE FOR TEACHERS

This research instrument is designed to seek relevant primary data for the conduct of an academic study on “PARENTING, GENDER AND EDUCATIONAL OUTCOMES OF JUNIOR HIGH SCHOOL PUPILS: A CASE STUDY OF THE SAGNARIGU MUNICIPALITY”. Your support and co-operation are very much anticipated?

SECTION A

Socio-Demographic Characters

1. Gender: Male Female
2. Religion: Christianity Islam Traditionalist
4. Nationality?

SECTION B

TO DETERMINE THE ACADEMIC PERFORMANCE OF JUNIOR HIGH SCHOOL PUPILS IN THE SAGNARIGU MUNICIPALITY?

5. How regular and punctual are students to school?
6. What are the reasons for pupils' irregular or late attendance to school?
7. How do pupils ask for permission to absent themselves from school?
8. What is the general academic performance of students of your school?
9. Comparing the current performance of your pupils to those who left between now and five years back, who are better?

SECTION C

TO DETERMINE PARENTAL GENDER INVOLVEMENT IN THE EDUCATION OF JUNIOR HIGH SCHOOL PUPILS IN THE SAGNARIGU MUNICIPALITY

10. Based on your general observation, which of the parents attends most of the P.T.A meetings organised by the school and why?
11. Which of the parents approaches teachers to discuss more of their ward's performance in class?
12. How do parents provide the basic necessities of their wards for school and who normally does it?

SECTION D

TO INVESTIGATE HOW PARENTING CONTRIBUTES TO THE TRUANT BEHAVIOR OF JUNIOR HIGH SCHOOL PUPILS IN THE SAGNARIGU MUNICIPALITY.

13. Are parents aware of the truant behaviour of their wards? If yes, what have they done about it?
14. How do pupils play truancy because of their parents?
15. How does this affect their academic behaviour?



**APPENDIX IV
INTERVIEW GUIDE FOR PARENTS.**

This research instrument is designed to seek relevant primary data for the conduct of an academic study on “PARENTING, GENDER AND EDUCATIONAL OUTCOMES OF JUNIOR HIGH SCHOOL PUPILS: A CASE STUDY OF THE SAGNARIGU MUNICIPALITY”. Your support and co-operation are very much anticipated?

SECTION A

Socio-Demographic Characters

1. Gender: Male Female
2. What is your age?
4. Nationality?
5. Occupation?.....
6. Religion: Christianity Islam Traditionalist

SECTION B

TO DETERMINE PARENTAL INVOLVEMENT IN THE EDUCATION OF JUNIOR HIGH SCHOOL PUPILS IN THE SAGNARIGU MUNICIPALITY

6. Who actively take part in discussing issues of your ward’s welfare in school?
7. How involved are you in the provision of your ward’s basic necessities (money, learning materials, food and many more among others) for school?
8. Who often visits your child’s school to discuss their academic progress?
9. How satisfied are you with your child’s current performance?
10. How often do you assist your child with homework?

SECTION C

**TO INVESTIGATE HOW PARENTING CONTRIBUTE TO THE TRUANT BEHAVIOR
OF JUNIOR HIGH SCHOOL PUPILS IN THE SAGNARIGU MUNICIPALITY**

11. How often do you make sure your child goes to school?
12. Why do you get worried when you child plays truancy?
13. How do you address truancy?
14. As a parent have you ever complained or received complaint from the school with regards to your child's unusual behaviour?

