Introduction

- Parenting is perceived by child and developmental psychologists as bearing the most significant influence on the child’s development (Super & Harkness, 2002). Parental Involvement has been defined by Bloom (1989) as parents’ aspirations for their children’s academic achievements and the communication of those aspirations to their children.

- Studies show that Parental school and home Involvement through activities such as volunteering in children’s school and helping children with homework respectively, are related to positive child academic outcomes (Chowa, Masa & Tucker, 2013).

- This study aims at investigating the relationships between Parental Involvement, Child Academic outcomes and Child Socio-Emotional Development, another important but often overlooked aspect of child development, among a Ghanaian population. It will also explore the relative influence of the diverse Ghanaian ethnicity on parenting practices.

Participants

- 200 pupils, 20 from each of the 10 ethnically diverse regions of Ghana.
- The average age of each participant will be 8 years.

Measures

- Parental Involvement Scale (Chowa, Masa & Tucker, 2013)
- Parental home and school Involvement will be evaluated by the participants using an adapted 3 point Likert-scale (never, sometimes and often).

- Academic performance
- Child academic performance will be assessed using cumulative record scores from the previous academic year. Cumulative record scores are a quantified average score of all subjects taken at each stage in elementary school in Ghana.

- Social Competence Scale (Fast track project, adapted from Kendall and Wilcox (1979) and Gersten (1976))
- Child Social competence will be evaluated by teacher and parent responses along the areas of child pro-social behaviors and communication skills.

Conclusion

- Strengths
- The study will be the first of its kind in Ghana investigating parental involvements’ influence on both child academic outcome and socio-emotional development.
- It will also uncover specific parenting practices which either facilitate or inhibit these aspects of child development among 10 different major ethnic groups in Ghana.

- Limitations
- The study is a correlational study which unfortunately lacks the ability to make strong causal inference. In future studies researchers may consider other stronger methods of research inquiry such as experimental methods as they may contribute to better predictions of causal effects.

References


Email: getewaa@gmail.com