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Parental Involvement Growth in Early Childhood Education: A Comparative Study in the Free State Province of South Africa

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Abstract

This study examined parental involvement in early childhood education at mobile ECD centers in the Free State province, South Africa, focusing on centers managed by Tshepang Educare Trust, Ntataise, and Lesedi Educare Association. A quantitative research approach with a descriptive survey design was used to gather data from 172 practitioners selected through proportionate stratified random sampling. The sample included 11 practitioners from the Lesedi Educare Association, 8 from Tshepang Educare Trust, and 153 from Ntataise. Data were collected using a 20-item structured questionnaire, validated by experts, with a reliability index of 0.79. Analysis was conducted using SPSS version 25, applying mean, standard deviation, t-tests, and one-way ANOVA. Findings revealed that parental involvement was highest at Ntataise, followed by Tshepang Educare Trust and Lesedi Educare Association, with an overall high level of involvement (cluster mean of 3.29). The most significant form of parental engagement was ensuring proper invitations for meetings. Meanwhile, the lowest score was for maintaining a sense of ownership by parents of the school. These results underscore the importance of support structures in fostering parental involvement.

Keywords: *level of growth; early childhood development; education; mobile centers; parental involvement*

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A. INTRODUCTION

The main goal of the mobile Early Childhood Education programs in rural communities in the Free State province of South Africa is to help underprivileged and undocumented children in the benefiting rural communities receive high-quality early childhood education and transition smoothly from early childhood care centers to primary schools. In general, early Childhood Development (ECD) programs are intended to lay a solid foundation for children's overall development and ensure the proper education of children from 0 to 5 years of age through a comprehensive approach to programs and policies. Thus, Hosken Consolidated Investments Foundation (HCIF), in a bid to create ECD centres of excellence that give all children access to quality early learning, promulgated eight strategic goals, which included; (i) whether mobile ECD centres are linked to local primary schools; (ii) whether there is support for empowered, creative, passionate, and qualified practitioners in the ECD centres; (iii) whether there is an ongoing development of well-resourced and structured learning environments in the ECD centres; (iv) the level of delivery of transformative, high quality, play-based early learning in the ECD centres; (v) the level of compliance of the ECD centres with government regulations; (vi) the level of promotion of good health and nutritional support in the ECD centres; (vii) the level of parental involvement in early learning in the ECD centres; and (viii) whether there are effective monitoring, evaluation, and learning systems in place, which include tracking the children from the ECD centres to schools during their formal schooling.

One of the goals of the eight strategies is to ascertain parental involvement in their children's education at the mobile ECD centers. According to HCIF, full implementation of the strategic goals will culminate in preparing the children who have experienced this intervention for successful formal schooling. However, the extent to which these strategic goals have been implemented in mobile ECD centers in the Free State province remains unevaluated. The absence of empirical evidence on the extent of implementation of the eight strategic goals HCIF set motivated this research.

Early childhood development (ECD) concerns children's physical, cognitive, social, and emotional growth from birth through early childhood. This critical period lays the foundation for lifelong learning, behavior, and health. Children's experiences in the early years of life are paramount for their well-being and lifelong learning (Neuman & Powers, 2021). Recently, early childhood teachers introduced mobile learning activities and educational software to enhance children's in-class learning activities and overall development (Tavernier & Hu, 2020). Mobile early childhood education and development offers a flexible and innovative solution to bridge the gap in early childhood development. Mobile early childhood education and development represents a promising approach to making high-quality educational resources accessible to all children, regardless of their geographical or socio-economic barriers.

Despite the above impact of ECD on the development of children, there is a global challenge in providing children access to quality early childhood education, especially in low- and middle-income countries with fewer available resources for ECD programs (Britto et al.,

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2017). In South Africa, practitioners in early childhood development centers find it challenging to provide developmentally appropriate services to support child development, especially those from low-resource communities (Smit et al., 2021). Besides, few practitioners use their ECD-based knowledge when delivering ECD services, as many are underqualified (Smit et al., 2021). Furthermore, other challenges, such as language barriers, are among the biggest challenges practitioners face in operating a mobile ECCE program (Ugwuanyi & Okeke, 2023). Other factors, such as alcohol abuse by parents and poverty, were also outlined by these researchers. Mobile platforms often include resources and guidelines for parents to support their child's learning and development at home. It shows that parents are a key component of mobile early childhood development. Despite this, little research has been done to examine the level of growth of parental involvement in the education of their children in mobile early childhood development in the Free State Province of South Africa. It creates a need for a study of this kind.

The early stages of child development are crucial for building the groundwork for their physical, emotional, social, and cognitive development. According to Britto et al. (2017), early childhood is a period of special sensitivity that promotes the development of children's early experiences for better adulthood in the future. The early childhood development (ECD) program is set to ensure a solid foundation for the education of children from birth to 5 years old (Karki, Aryal, Acharya, Dahal, Upadhyay, Ghimire, & Singh, 2018; Vargas-Baron et al., 2019). This program aims to ensure that children transition positively from early childhood care or pre-primary level to the primary level of education. Children benefit maximally from providing stimulating and supportive care in early childhood, ensuring quality early childhood education characterized by interactive teachers, safe and stimulating environments, and access to materials for children before entering primary school (Britto et al., 2017).

Early childhood development is a critical phase that shapes a child's future. By focusing on the holistic development of young children, including physical, cognitive, social, and emotional aspects, and ensuring supportive environments and quality education, ECD can provide a strong foundation for lifelong success and well-being. Addressing socio-economic disparities and ensuring access to resources for all children is essential for achieving equitable and impactful early childhood development outcomes. Children's inequality of access to early childhood development programs, in particular, is pervasive and has become almost invisible due to its age-long existence (Ashley-Cocker, 2021). Southwood et al. (2021) noted that many South African children are raised in low-socioeconomic-status households, putting them at potential risk for poor early childhood development. Moreover, most children in South Africa grew up in various household structures, such as nuclear family households, single-parent households, and extended households (Southwood et al., 2021). Not minding the negative consequences of fathers' absence on the overall development of the children, such as lack of parental care and poor cognitive and emotional development, among others (Okeke, Ugwuanyi, et al., 2020; Okeke Okeke et al., 2020). The foregoing has empirically shown the relevance of the ECD program in the lives of children globally. It has

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been shown that the ECD program must be implemented effectively for the proper development of children.

Parental involvement has a variety of definitions, and there is no consensus on the definition of the concept. For El Nokali, Bachman, and Votruba-Drzal (2010), parental involvement is the set of behaviors that parents display at school and home to support the child's education. LaRocque, Kleiman, and Darling (2011) viewed it as the investment of parents or caregivers in educational processes. Parental involvement in children's education is a crucial factor that significantly impacts a child's academic success, emotional well-being, and social development. This involvement encompasses various activities at home and within the school environment. Researchers such as Choi, Chang, and Reio (2015) and Epstein and Sheldon (2019) dealt with parental involvement on these grounds. The first of these is home-based parental involvement. Here, the parents provide the necessary support and create the structure for repeating what has been learned at school at home (Ates, 2021). The second type is school-based parental involvement. This type of involvement includes communicating with the teacher and participating in school activities (Choi, Chang, & Reio, 2015; Epstein & Sheldon, 2019).

The linkage between parental involvement and early childhood development (ECD) is well documented. It highlights the critical role parents play in fostering their children's growth during the formative years from birth to early childhood. Parental involvement influences various aspects of ECD, including cognitive, social, emotional, and physical development. In cognitive development, Ernst and Burcak (2019) posited that creating a rich learning environment at home with access to books, educational toys, and puzzles encourages curiosity and cognitive skills. Interacting with children through play and conversation may also enhance brain development and critical thinking skills. Consistent parental involvement gives children a sense of security and attachment, which is essential for emotional regulation and social interactions (Zimmer-Gembeck et al., 2017). Also, parental support during challenging times helps children develop resilience and self-confidence. Concerning physical development, Carson et al. (2017) posit that encouraging physical activities and outdoor play among children supports their motor skill development and overall physical health. Reading, storytelling, and educational games promote language development and early literacy skills (Cavanaugh, Clemence, Teale, Rule, & Montgomery, 2017). Frequent interactions and exposure to a rich language environment may also accelerate language acquisition and verbal skills.

Parental involvement in a child's education is vital to their academic and personal development. It fosters a supportive environment that enhances learning, encourages positive behavior, and strengthens emotional well-being. Research also provides evidence in this regard. For example, parental involvement increases students' homework rates (Dumont, Trautwein, Nagy & Nagengast, 2014; You, Lim, No & Dang, 2015), improves language skills (Gubbinsa & Otero, 2016; Perkins, Syvertsen, Mincemoyer, Chilenski, Olson, Berrena et al., 2016), and reduces absenteeism (Gonida & Cortin, 2014; Benner, Boyle & Sadler, 2016; Dotterer & Wehrspann, 2016). A study in South Africa indicates that although fathers wanted

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to participate in their children's education, they were not properly involved (Warria, 2021). Besides, Ugwuanyi, Mufutua, and Okeke (2021) found that South African fathers are not adequately involved in their children's early education. Despite this, there is a paucity of literature concerning the level of parental involvement in the education of their children in mobile early childhood development centers in Free State province. It underscores the need for the present study.

Specifically, the study examined the growth of parental involvement in their children's education at the mobile ECD centers in the Free State Province. The following null hypotheses were tested at the 0.05 level of significance.

H_{01}: There is no significant difference in the levels of growth of parental involvement in the education of their children at the mobile ECD centers managed by Tshepang Educare Trust and Ntataise

H_{02}: There is no significant difference in the levels of growth of parental involvement in the education of their children at the mobile ECD centers managed by Tshepang Educare Trust and Lesedi Educare

H_{03}: There is no significant difference in the levels of growth of parental involvement in the education of their children at the mobile ECD centers managed by Ntataise and Lesedi Educare

H_{04}: There is no significant difference in the levels of growth of parental involvement in the education of their children at the mobile ECD centers managed by Tshepang Educare Trust, Ntataise, and Lesedi Educare Association in the Free State province.

B. METHOD

This study adopted a quantitative research approach with a descriptive survey research design. A descriptive study was used because a group of people or items is studied by collecting and analyzing data from a few people considered a representative sample of the entire population (Nworgu, 2015). It also helps provide a relatively cheap means of collecting large amounts of data concerning the problem. The research population comprised all the practitioners in all the mobile ECD centers in the Free State province of South Africa. These mobile centers are managed by three different organizations, namely, Lesedi Educare Association, based in Bloemfontein; the Tshepang Educare Trust, based in Bethlehem; and the Ntataise, which is based in Viljoenskroon. One hundred seventy-two practitioners were sampled from these centers using a proportionate stratified random sampling technique. In this case, the practitioners were stratified based on the organization that manages their particular mobile center. Thus, 11 practitioners were sampled from Lesedi Educare Association mobile ECD centers, 8 from Tshepang Educare Trust mobile ECD centers, and 153 from Ntataise Free State Training and Resource mobile ECD centers.

Data were collected using a 20-item structured questionnaire. The instrument was properly validated by three experts in instrument development and two experts in early

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childhood education. The constructive criticism of these experts was incorporated to arrive at the final version of the instrument. After the questionnaire instrument had been validated, 30 copies of the instrument were trial tested on 30 ECD practitioners to ensure the truthfulness of the instrument for achieving the intended purpose. A reliability index of 0.79 was obtained for the instrument using Cronbach's Alpha. The instrument was administered to all the practitioners at the ECD centers selected; completed questionnaires were collected by the researchers and recorded for data analysis. The collected data were analyzed using the Statistical Package for the Social Sciences (SPSS) version 25. Mean and standard deviation were used to answer the research question. In contrast, an independent sample t-test was used to test hypotheses 1-3, and one-way analysis of variance (ANOVA) was used to test hypothesis 4. All hypotheses were tested at a 0.05 level of significance.

Ethical considerations

The ethical approval certificate was issued by the General/Human Research Ethics Committee (GHREC) of the University of the Free State. The ethical clearance certificate number is UFS-HSD2022/0808/22. Given this approval, we obtained gatekeepers' letters from the mobile ECCE management to enable us to talk to the practitioners. We conducted different interview sessions with the participants at their various mobile centers.

C. RESULT AND DISCUSSION

1. Result

In this section, the result of the data collected and analysed were presented in line with the specific purposes of the study.

a. Research question: What is the level of growth of parental involvement in early learning in the ECD centres in the Free State Province?

Table1: Mean and standard deviation of respondents on level of growth of parental involvement in the education of their children at the ECD centres in the Free State Province

SN	Item Statement	Tshepang Educare		Ntataise Trust		Lesedi Educare		Overall		Remark
		$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	
1	Ensuring that parents are properly invited for meetings	3.38	.51	3.72	.57	3.00	.77	3.66	.61	VHL
2	Maintaining contact with parents in case of any issue with their children	3.13	.35	3.76	.53	3.54	.52	3.72	.54	VHL
3	Ensuring that counseling services are rendered to parents on ways of supporting their children	3.00	.00	3.19	.88	2.27	.90	3.12	.88	HL
4	Providing a home-school Liaison Officer by the school	2.38	.51	2.90	.99	2.00	1.00	2.82	1.06	HL
5	Ensuring that parents are highly encouraged to participate in children's education	3.12	.35	3.56	.62	2.90	.30	3.50	.62	VHL

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6	Maintaining adequate communication with parents concerning the children's activities in school	3.13	.35	3.50	.62	2.63	.67	3.43	.65	HL
7	Regularly arranging for meetings to talk with parents about their children's progress in school.	3.25	.46	3.49	.71	2.72	.46	3.43	.71	HL
8	Ensuring that story day activities are Organized	3.25	.46	3.57	.61	3.18	.40	3.53	.60	VHL
9	Maintaining an encouraging language of expression in the school for parents	3.13	.35	3.53	.62	2.63	.80	3.45	.66	HL
10	Ensuring that motivational words are used to encourage parents.	3.25	.46	3.56	.62	3.00	.44	3.51	.62	VHL
11	Entertaining innovative educational ideas from parents by the school	3.13	.35	3.35	.71	2.54	.82	3.29	.73	HL
12	Reaching out to the parents for the educational needs of the children	3.13	.35	3.54	.60	2.63	.80	3.47	.65	HL
13	Ensuring that parents are encouraged to attend learners' programmes at school at the scheduled time	3.25	.46	3.27	.89	3.09	.30	3.26	.85	HL
14	Ensuring that parents are visited at home by the teachers	3.13	.35	2.82	1.11	2.81	.60	2.83	1.06	HL
15	Ensuring that wide range of opportunities for parents are provided by the school	3.13	.35	3.07	.92	2.54	.82	3.04	.90	HL
16	Ensuring that effective communication with the parents is maintained by the schools	3.13	.64	3.40	.73	2.63	.67	3.34	.75	HL
17	Ensuring that parents have easy access to school activities and programs by creating a school website.	2.25	.46	3.06	1.09	2.00	.77	2.95	1.03	HL
18	Maintaining a sense of ownership by the parents of the school	2.88	.35	3.12	.87	2.00	1.00	3.04	.90	HL
19	Making sure that parents are given opportunities to share their challenges and successes	3.13	.35	3.35	.85	2.90	.30	3.31	.82	HL
20	Arranging an open day with their children in which the parents will be invited	3.00	.53	3.20	.90	2.81	.60	3.17	.88	HL
	Overall Mean	**3.05**	**0.31**	**3.35**	**0.52**	**2.69**	**0.26**	**3.29**	**0.53**	**HL**

Note: VHL = Very High Level, HL = High Level.

The results of the data analysis in Table 1 show that concerning items 1 to 20, there is a high level of growth of parental involvement in early learning at ECD centers managed by Tshepang Educare Trust and Ntataise in the Free State province. However, the ECD centers managed by Lesedi Educare Association exhibit a low level of growth of parental involvement in the early learning of their children at ECD centers concerning ensuring that counseling services are rendered to parents on ways of supporting their children, the school providing a home-school liaison officer, ensuring that parents have easy access to school activities and programs by creating a school website, and maintaining a sense of ownership of the school among the parents. The overall mean ratings of 3.05, 3.35, and 2.69 for the practitioners at ECD centers managed by Tshepang Educare Trust, Ntataise, and Lesedi Educare Association, respectively, indicate that the practitioners at ECD centers managed by Ntataise had the highest mean ratings, followed by those of mobile ECD centers managed by Tshepang Educare Trust and, lastly, Lesedi Educare Association. The cluster mean of

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3.29 with a standard deviation of 0.53 shows that the level of growth of parental involvement in the education of their children is high.

b. Hypotheses Testing.

The following hypotheses are formulated and tested at a 0.05 level of significance.

H_{01}: There is no significant difference in the levels of growth of parental involvement in the education of their children at the mobile ECD centers managed by Tshepang Educare Trust and Ntataise.

Table 2: **t-test analysis of the difference in the levels of growth of parental involvement in education of their children at the mobile ECD centres managed by Tshepang Educare Trust and Ntataise**

SN	Name of centre	N	Mean	SD	t-value	df	p-value	Dec.
1	Tshepang Educare Trust	8	3.05	0.31	-1.57	159	0.118	NS
2	Ntataise	153	3.35	0.52				

The result of the study in Table 2 shows that a t-value of -1.57 with a degree of freedom of 159 and a p-value of 0.118 was obtained concerning the significant difference in the levels of growth of parental involvement in the education of their children at the mobile ECD centers managed by Tshepang Educare Trust and Ntataise. Since the p-value of 0.118 is greater than 0.05 and is set as the significance level for testing the hypothesis, the result is insignificant, and the null hypothesis is not rejected. The inference drawn is that the difference in the levels of growth of parental involvement in the education of their children at the mobile ECD centers managed by Tshepang Educare Trust and Ntataise is not statistically significant.

H_{02}: There is no significant difference in the levels of growth of parental involvement in the education of their children at the mobile ECD centers managed by Tshepang Educare Trust and Lesedi Educare.

Table 3: **t-test analysis of the difference in the levels of growth of parental involvement in education of their children at the mobile ECD centres managed by Tshepang Educare Trust and Lesedi**

SN	Name of center	N	Mean	SD	t-value	df	p-value	Dec.
1	Tshepang Educare Trust	8	3.05	0.31	2.73	17	0.01	S
2	Lesedi	11	2.69	0.26				

The result of the study in Table 3 shows a t-test analysis of the difference in the levels of growth of parental involvement in the education of their children at the mobile ECD centers managed by Tshepang Educare Trust and Lesedi Educare. The result shows a t-value of 2.73 with a degree of freedom of 17 and a p-value of 0.01. Since the p-value of 0.01 is less than 0.05 set as the significance level for testing the hypothesis, the result is significant, and the null hypothesis is rejected. The inference drawn is that the difference in the levels of growth of parental involvement in the education of their children at the mobile ECD centers managed by Tshepang Educare Trust and Lesedi Educare is statistically significant.

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H_{03}: There is no significant difference in the levels of growth of parental involvement in the education of their children at the mobile ECD centres managed by Ntataise and Lesedi Educare

Table 4: **t-test analysis of the difference in the levels of growth of parental involvement in education of their children at the mobile ECD centres managed by Ntataise and Lesedi**

SN	Name of centre	N	Mean	SD	t-value	df	p-value	Dec.
1	Ntataise	153	3.35	0.52	4.08	162	0.00	S
2	Lesedi	11	2.69	0.26				

The result of the study in Table 4 shows that a t-value of 4.08 with a degree of freedom of 162 and a p-value of 0.00 was obtained concerning the significant difference in the levels of growth of parental involvement in the education of their children at the mobile ECD centers managed by Ntataise and Lesedi Educare. Since the p-value of 0.00 is less than 0.05 and is set as the significance level for testing the hypothesis, the result is significant, and the null hypothesis is rejected. The inference drawn is that the difference in the levels of growth of parental involvement in their children's education at the mobile ECD centers managed by Ntataise and Lesedi Educare is statistically significant.

H_{04}: There are no significant differences in the levels of growth of parental involvement in early learning in the ECD centers managed by Tshepang Educare Trust, Ntataise, and Lesedi Educare Association in the Free State province.

Table 5: ANOVA F-test of the predictive power of in-service training on early childhood educators' effectiveness

	Sum of Squares	df	Mean Square	F	Sig.	Decision
Between Groups	1975.872	2	987.936	9.496	0.00	Reject
Within Groups	17582.843	169	104.040			
Total	19558.715	171				

Table 5 reveals that there is a significant difference in the level of growth of parental involvement in the education of their children in the ECD centers managed by Tshepang Educare Trust, Ntataise and Lesedi Educare Association in the Free State province, F (2, 169) = 9.496, p = .00. This means the hypothesis is rejected. The inference drawn is that the difference in the level of growth of parental involvement in their children's education in the mobile ECD centers managed by Tshepang Educare Trust, Ntataise, and Lesedi Educare Association in the Free State province is statistically significant. A post hoc test was carried out to determine the direction of the difference. The posthoc analysis in Table 6 shows that the mean difference between the mean ratings of practitioners at ECD centers managed by Ntataise and those of Lesedi Educare Association contributed most to the significant difference in the level of growth of parental involvement in early learning in the ECD centers managed by the three organizations.

Table 6: Pairwise comparison test for the significant difference in the level of growth of parental involvement in early learning

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(I) Experience	(J) Experience	Mean Difference (I-J)	Std. Error	Sig.
Tshepang Educare Trust	Ntataise	-5.95343	3.69933	.277
Ntataise	Lesedi Educare Association	7.21591	4.73955	.316
	Tshepang Educare Trust	5.95343	3.69933	.277
	Lesedi Educare Association	13.16934	3.18406	.000
Lesedi Educare Association	Tshepang Educare Trust	-7.21591	4.73965	.316
	Ntataise	-13.16934	3.18406	.000

2. Discussion.

The findings of this study show that practitioners at ECD centers managed by Ntataise had the highest mean ratings, followed by those at ECD centers managed by Tshepang Educare Trust and, lastly, Lesedi Educare Association concerning the level of growth of parental involvement in the education of their children at the ECD centers. This finding does not agree with the earlier finding by Ugwuanyi et al. (2021), who found that South African fathers are not adequately involved in their children's early education. However, the finding supports the view of Ernst and Burcak (2019) that creating a rich learning environment at home with access to books, educational toys, and puzzles encourages curiosity and cognitive skills among children. Interacting with children through play and conversation enhances brain development and critical thinking skills. Consistent parental involvement gives children a sense of security and attachment, which is essential for emotional regulation and social interactions.

Further analysis of the level of growth of parental involvement in early learning at the ECD centers revealed that there is a significant difference in the level of growth of parental involvement in the education of their children at the ECD centers managed by Tshepang Educare Trust, Ntataise, and Lesedi Educare Association in the Free State province. Practitioners at ECD centers managed by Ntataise and those of the Lesedi Educare Association contributed most to the significant difference in the level of growth of parental involvement in early learning in the ECD centers. It can be further explained by the fact that parental involvement was more prevalent at ECD centers managed by Ntataise and those of the Tshepang Educare trust. The finding may be credible because not all parents practice parental involvement despite it being a vital component of child development. This view aligns with Warria (2021), who indicated that although fathers wanted to participate in their children's education, they were not properly involved.

Overall, the finding is in agreement with the finding of Wood, Petkovski, De Pasquale, Gottardo, Evans, and Savage (2016), who found that parents provide a great deal of support to their children while interacting with the touch-screen tablet device, including verbal, emotional, and physical supports. It shows that parents are actively involved in developing their children through the use of the mobile touch-screen, as revealed by the present study that ECD centers managed by Ntataise and those of the Lesedi Educare Association contributed most to the significant difference in the level of growth of parental involvement in early learning in the ECD centers. Regarding parental involvement not being prevalent in some ECD centers, the finding agrees with Ugwuanyi, Mufutua, and Okeke (2021), who found that South African fathers are not adequately involved in their children's

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early education. It aligns with the level of parental involvement in ECD centers managed by the Lesedi Educare Association. Hence, in line with the previous findings, the present finding provides the basis to conclude that there is a significant difference in the level of growth of parental involvement in early learning between the ECD centers managed by Tshepang Educare Trust, Ntataise and Lesedi Educare Association in the Free State province.

D. CONCLUSION

Based on the findings and the interpretation of the results, it was concluded that the level of parental involvement in the education of their children at the mobile ECD centers managed by Tshepang Educare Trust, Ntataise, and Lesedi Educare Association is high, with a mean score across all centers of 3.29. The highest levels of parental involvement were recorded in the following areas: ensuring proper invitations for meetings and maintaining contact with parents regarding children's issues. On the other hand, the lowest levels of involvement were observed in providing a home-school liaison officer and creating a school website for easy access to activities. Furthermore, among the three mobile ECD centers, Ntataise obtained the highest mean score of 3.35, indicating high parental involvement, followed by Tshepang, with a mean score of 3.05, also indicating moderate to high involvement. Lesedi obtained the lowest mean score of 2.69, suggesting lower levels of parental involvement. It is recommended that the schools create a website to provide parents with easy access to school activities. In addition, parents should be encouraged to support the provision of a home-school liaison officer.

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