

Parents' Attitudes towards Children's Improvement of Learning Outcomes and their Expectations of Extra Classes: A Case Study in Junior High Schools in Ghana

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This paper examines the feasibility of introducing extra-curricular classes in low-performing junior high schools in a deprived area of Ghana as a way to improve learning outcomes. In Ghana, many students who attend school do not achieve learning outcomes, and the quality of education needs to be improved. Additional extra classes, as have been implemented in various countries in order to improve student's academic performance, have their own roles and demands, such as reinforcing the understanding of students who are not progressing well in regular classes, and solving the problem if teachers being unable to complete syllabi in regular classes. A questionnaire survey of parents who send their children to low-performing schools in the area revealed most parents had an understanding of and interest in their children's education, and 90 % of them agreed with the significance and introduction of extra classes as a way to enhance their children's learning outcomes and their futures. The results of the study suggest that ample room exists for introducing extra classes in the area studied. However, the results also clarify that parents are already making sacrifices in their daily lives to afford the cost of sending their children to school, and that multiple other factors threaten the quality of education and, in turn, affect children's learning outcomes. This paper, therefore, suggest that the quality of education needs to be improved by using School Performance Improvement Plan to enhance the learning environment and teachers' effectiveness, including teaching skills, professional characteristics and classroom climate.