

Research Article

Examining the parental awareness level of government efforts in the provision of free quality education in junior secondary schools in Bonthe municipality, southern Sierra Leone

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Received: November 13, 2023

Accepted: December 5, 2023

Published: December 19, 2023

Abstract

The aim of this research is to assess the level of parental awareness regarding government initiatives for providing free, high-quality education in junior secondary schools within Bonthe Municipality, located in southern Sierra Leone. The study encompasses approximately one hundred (100) principals and teachers selected from five (5) junior secondary schools in Bonthe municipality, as well as one hundred (100) parents whose children are enrolled in these schools. To gather data, a purposive sampling method was employed for the educators, while a simple random sampling approach was utilized for selecting respondents from the pool of one hundred (100) parents. The findings reveal that the majority of parents lack knowledge about the government's commitment to allocate 21% of the national budget towards the Free Quality School Education (FQSE) promotion. Additionally, parents are unaware of their role in supporting the FQSE program, although they do recognize the government's efforts in providing educational materials. Furthermore, school authorities have not sufficiently informed parents about the government's initiatives in supplying educational materials. Based on these findings, the study proposes several recommendations. Firstly, the Government of Sierra Leone (GoSL), through the Ministry of Basic and Senior Secondary School Education (MBSSE), should organize training workshops and seminars for parents to educate them about the government's dedication to promoting the FQSE program in Sierra Leone, as well as clarifying the expected contributions of parents to complement governmental efforts. Secondly, the MBSSE should provide training for their School Quality Assurance officials on media engagement ethics to effectively communicate with the public about the FQSE program and the role parents are expected to play.

Keywords: Examining, Parental, awareness level of government efforts, provision, free quality education, junior secondary schools in Southern Sierra Leone.

Introduction

Parents and families have a major impact on the success of the process of education and upbringing of children. Parental involvement encompasses both their role within the home environment, such as monitoring their children's learning progress, as well as their participation in school-related activities. This involvement can take various forms, including attending parent-teacher conferences, engaging in volunteer activities, participating in different forms of parental activism, and attending workshops and seminars organized specifically for parents. It is well established that parental involvement is correlated with school achievement of both children and adolescents Eldeeb, A. M. Z. (2012).

The absence of accurate information provided to parents regarding the essence of free education has resulted in sudden implementation challenges for education stakeholders, including school heads and teachers. This has contributed to a decline in the morale of educators, as well as economic strains on schools, leading to shortages in physical facilities and inadequate human resources, particularly among non-teaching staff. Mkali, E. M. (2021), the research examined the efficacy of providing fee-free basic education in the Ruangwa District of the Lindi region in Tanzania. It was structured around four main objectives: firstly, to evaluate stakeholders' understanding of fee-free basic education; secondly, to appraise stakeholders' execution of fee-free basic education within schools; thirdly, to explore the obstacles encountered by stakeholders in implementing fee-

free basic education in schools; and finally, to identify strategies for enhancing the future of fee-free basic education provision in Ruangwa District schools.

The implementation of free secondary education could also be affected by factors related to the awareness level of the parents and thus, lack of community participation. This is because the family is the primary social system for their children. Halawah, I (2006) discovered a correlation between extensive parental involvement and elevated academic performance. Similarly, Cassidy, T., and Lynn, R (1991) identified a link between a less congested physical environment, coupled with motivation and parental backing, and heightened educational attainment in children. Community influences have been identified as an important factor affecting school success Nyagosia, P. O., Waweru, S. N., & Njuguna, F. W. (2013). According to Kairu, J. K. (2010), family and community involvement is a general term used to describe a myriad of activities, projects, and programs that bring parents, businesses, and other stakeholders together to support student learning and schools. Families and other adults can be involved in the education of young people through a variety of activities that demonstrate the importance of education and show support and encouragement of students learning. According to Peter, R. N. (2019), it is the responsibility of the head teacher to promote school-community relations. Head teachers should seek to foster a good working relationship with the Board of Governors (BoG) and Parents Teachers Associations (PTA). The BoG constitutes members of the school community which is the supreme school management body whose responsibilities encompass management of finances, physical resources, discipline, and ensuring the implementation of policy relating to school education. The PTA on the other hand is a committee of selected parents and teachers to discuss and inform parents the matters arising within school activities. It is also important for the school administration to co-operate with teacher agencies or organizations in the community that renders important services to the students in the school, Subotzky, G. (1999). The school should also create programmes that would help to develop the standard of the community around them. Schools also, should involve the community in their own programmes that the community can help in improving the school. In a Nigerian research, Muchiri, P. K. (2012). observed that the willingness of the communities to play increasing roles in their schools is exemplified by organized communal labor. This is done a number of times for maintaining the school lawns and grounds after the official opening of the school because they considered the students too young to clear the grass. Goble and Porter, Ejieh, M. U. (2005), argues that it is the responsibility of the school to identify and locate the learning resources and resource people that exist in their school's community and utilize them effectively in the education of the young. They should shift from their roles as monopolists of knowledge to that of the organizers and orchestrators of learning opportunities. Muchiri, P. K. (2012) adds to this by emphasizing that the educators often need to enlist the help of community members in the process of providing quality education for the child.

Parents' participation is one of the factors influencing the academic performance of students in public secondary schools. Parents have a critical role in their children's education Muchiri, P. K. (2012), Parents' participation is based on expectations and values on which parents focus on. Parents can participate in education through sending their children to school contribute to school development activities, attend school meetings and make follow-up on the performance of their children at school (Christenson, S. L. 1999).

According to Christenson, S. L. (1999). when a child returns from school with the assignment, the parents' role is to make sure that it has been done in the right way and at the right time. Some studies have indicated a positive correlation between parents checking their child's homework and academic achievement. In these studies, students whose parents are actively involved in checking their homework tend to demonstrate higher levels of academic success compared to students whose parents are not involved in this aspect. However, it's worth noting that other research, such as that conducted by Shute et al. (2009), has found a negative association between parents checking their children's homework and academic performance. Education is the pivot of development in all spheres of life; It plays a vital role in enhancing handling of situations based on understanding of problems and better ways of solving them. According to Bella, N (2002), education serves as an essential tool for unlocking and safeguarding human rights by providing the necessary framework to ensure good health, freedom, security, economic stability, and participation in social and political spheres. The fifteen years set by the United Nation is almost at hand, yet there are still many problems militating against the achievement of these goals. Hence, it is crucial to engage parents in understanding the importance of actively contributing to the attainment of these millennium goals. Effiom, D.O. et al. (2012) define parental involvement in education as parents' commitment to investing in their children's education, aiming for their holistic development and the advancement and stability of the nation. This involvement encompasses various aspects, including fostering a nurturing home environment, providing security and stability, engaging in intellectual discourse with their children, serving as positive role models for social and educational values, and nurturing high aspirations for personal growth and civic responsibility. Additionally, it involves maintaining communication with schools, participating in school-related activities, supporting school initiatives, and engaging in school governance. However, despite most parents' desire to be actively engaged

in their children's academic progress, numerous studies have highlighted obstacles that hinder parental involvement.

Altinyelken, H. K. (2010) found that while Africa has made some modest progress in increasing school enrolment among others, it has enormous challenges. These are able to inhibit the approach to the Millennium Development Goals achievement by 2015 unless both African Countries and international communities mobilize far more efforts and resources. Even with these, the goals will continually be minimally achieved without individual home parental involvement Obiunu, J. J. (2015), from her studies in Senegal found that many people especially those in the rural areas live at or near poverty levels and have no idea about Millennium Development Goals and ways of achieving them neither are they aware that school enrolment is free. When parents are ignorant of the rights of their children, they cannot work towards encouraging them to benefit. This therefore supports Apebende, E. U et al. (2010) who found out that poor families pull their children out of school to provide labour as a strategy to minimize income stress instead of encouraging them to stay on at school for a brighter future. In their assessment of public awareness levels concerning the Millennium Development Goals (MDGs) across 46 countries, Rankin and Ngwenya (2000) uncovered a positive relationship between the likelihood of achieving MDG indicators and the level of awareness within the selected countries. This indicates that MDG awareness increases a country's likely achievement of MDG indicators. They also found out that countries with higher Gross Domestic Product Index (GDPI) or Human Development Index (HDI) exhibited lower levels of awareness and a proportionally lower likelihood of the achievement of MDG indicators. Consequently, they advocated for robust public backing for the MDGs to be prioritized in both political and social spheres, aiming for a higher global standard of human development. They emphasized the importance of parental awareness and involvement in achieving educational policies, particularly Universal Basic Education (UBE).

The implication for the Millennium Development Goals (MDGs) is significant. Parental awareness and involvement play a crucial role in shaping children's education, as highlighted by various studies. When parents are aware of the MDGs, they tend to be more engaged in their children's learning process by providing necessary materials like textbooks, school supplies, uniforms, meals, and healthcare, which positively impact academic performance. Studies by Riley, L (2015) and McNeal Jr, R. B. (2012) have shown that high levels of parental involvement correlate with students' willingness to strive harder and achieve more in school, leading to improved academic performance and reduced behavior problems. Furthermore, parental involvement extends to activities such as homework assistance, promoting reading habits, and ensuring school attendance, which contribute to academic success. Effiom, D. O. et al. (2012) found that parental supervision at home, including setting rules for television viewing and homework, strongly correlates with academic success and positive attitudes toward learning. Additionally, parental awareness of MDGs fosters closer relationships between parents, teachers, and school administrators, facilitating better communication and understanding of school policies and expectations. A supportive home environment, coupled with a stimulating school environment, promotes children's emotional well-being, reducing stress and anxiety, and ultimately enhancing academic performance (Obiunu, J. J. 2015). This underscores the importance of parental awareness in creating a conducive environment for children's development. Research consistently demonstrates that parental participation significantly influences children's academic performance and overall development (Emerson et al., 2012). However, it's essential to acknowledge the barriers faced by children with disabilities and their families. In Kenya, as highlighted in the State of Disabled People's Rights in Kenya Report by Gebrekidan, F. N. (2012), these barriers include discrimination, lack of suitable transportation, inadequate technology and assistive devices, and a shortage of trained teaching staff. Addressing these challenges is crucial for ensuring inclusive education and achieving the educational targets set by the MDGs.

Statement of the problem

The implementation of Free Quality School Education (FQSE) in Sierra Leone for the past five (5) years has resulted into a serious public concern among community stakeholders, the media and school authorities in Bonthe Municipality and the country at large.

Generally, parents, school authorities and the public have raised grave concerns over the inadequate financial resources allocated to the Ministry of Basic and Senior Secondary School Education (MBSSE) to service the smooth implementation of the Free Quality Education (FQSE) programme across the country.

The increase in school entrants has further compounded infrastructure challenge to deal with the current enrollment and attendance problems. Also, the unavailability of precise, timely, and updated data is also another problem. Such a problem is not unique to the program; like in other institutions and programs, the lack of data leads to delays in funding, planning, implementation, monitoring, and evaluation. Inadequately trained teachers are also another problem. The insufficient number of qualified teachers is a critical issue,

particularly when considering the current influx of students, which has resulted in a high teacher-to-pupil ratio of 1:45.

The government provides subsidies to all public schools to support their operations. However, despite transitioning from the 6-3-3-4 education system to the 6-3-3-4 education system, there have been minimal changes in the curriculum within the current education system. This lack of curriculum updates is likely to lead to gaps, tensions, and confusion during the implementation process because the new system is being introduced using the approach of the old system.

Given these significant concerns, I have decided to initiate a study to examine the effects of Free Quality School Education (FQSE) on teaching and learning within Junior Secondary Schools in Bonthe Municipality.

Objective of the study

Thus, the purpose of the article is to investigate the causes, trends, and effects of youth joblessness in Nigeria and provide appropriate solutions to problem.

Research methodology

The study opted for a case study research design due to its effectiveness in acquiring comprehensive data. This design was selected for several reasons: it enables the collection of intricate information, offers a more cost-effective approach compared to experimental or survey designs, and allows for active researcher involvement. Moreover, within this framework, various data collection methods such as interviews, observations, questionnaires, and focus group discussions can be seamlessly integrated. Through the case study design, the researcher gathered both primary data from education stakeholders and secondary data from previously conducted research reports, documents, and library sources (Minhat, 2015).

The study was conducted in five junior secondary schools located within the Bonthe municipality, comprising a total population of approximately 200 teachers and 1000 pupils. The selection of these specific schools was deliberate, influenced by the remote nature of the Bonthe municipality and the difficulties residents face in accessing essential educational support and other social amenities. Despite the presence of a local council in the area, the challenges persist, underscoring the importance of understanding and addressing the unique needs of this community. Furthermore, the researcher's familiarity with the terrain and ability to interact effectively with local residents played a pivotal role in the selection of these schools. This familiarity facilitated efficient data collection and enabled the researcher to promptly generate reports from the research population. By leveraging their understanding of the local context, the researcher aimed to provide valuable insights into the educational landscape of the Bonthe municipality and the challenges encountered by students and educators in such remote areas.

As per the Annual School Census (ASC) report (MBSSE 2022), the Bonthe municipality accommodates five Junior Secondary Schools (JSS). This study is specifically geared towards involving approximately 100 principals and teachers selected from these five junior secondary schools: Bonthe Secondary School, Saint Joseph's Vocational Junior Secondary School, Minnie Mull Memorial Junior Secondary School, Dramani Memorial Junior Secondary School, and Sengbe Pieh Memorial Junior Secondary School. Additionally, the study aims to engage 100 parents whose children are currently enrolled in these same five junior secondary schools within the Bonthe municipality. By including representatives from both educational institutions and parental circles, this study seeks to provide a comprehensive understanding of the educational landscape in the Bonthe municipality. It aims to capture the perspectives and experiences of key stakeholders involved in the education system, ultimately contributing valuable insights to improve educational outcomes in the region. The study employed purposive sampling to thoroughly examine the entire population of head teachers and principals across all five junior secondary schools involved in the survey. Additionally, a simple random sampling technique was utilized to select respondents from the pool of 100 parents whose children attend junior secondary schools in the Bonthe municipality. This approach ensured that every potential respondent had an equal chance of being selected, enhancing the fairness and representativeness of the sample. To efficiently gather a large amount of data, the researcher adopted a quantitative research approach. In addition, desk study, also known as desk research, was conducted to supplement the primary data collection process. Desk study involves summarizing, collating, and synthesizing existing research, including published reports and statistics. Data for this study was sourced from various libraries, encompassing journals, newspapers, reports, government statistics, EU statistics, dictionaries, books, and other relevant research materials available online. This comprehensive approach allowed for a thorough exploration of the topic, drawing on both primary and secondary sources of information.

Structured survey questionnaires were distributed to a collective total of 100 principals and teachers selected from the five junior secondary schools in the Bonthe municipality, namely Bonthe Secondary School, Saint Joseph's Vocational Junior Secondary School, Minnie Mull Memorial Junior Secondary School, Dramani

Memorial Junior Secondary School, and Sengbe Pieh Memorial Junior Secondary School. Additionally, another set of 100 questionnaires was administered to parents whose children are presently enrolled in these junior secondary schools. Following data collection, the gathered information was meticulously organized and analyzed. The findings derived from the study were then summarized and reported in the subsequent section of the research report. Based on these findings, recommendations were formulated to address any identified issues or challenges and to propose potential avenues for improvement in the educational landscape of the Bonthe municipality. These recommendations were grounded in the empirical evidence gathered through the survey questionnaires and aimed to inform policy-making and decision-making processes for enhancing educational outcomes in the region.

Structured questionnaires, consisting of closed-ended and descriptive research questions, served as the primary tool for collecting predominantly straightforward information that could be easily quantified. This choice was deliberate for several reasons. Firstly, structured questionnaires provide an effective means of directly obtaining data from individuals by posing specific inquiries. Secondly, their structured format allows for the seamless conversion of respondents' information into numerical codes, facilitating quantitative analysis. Additionally, structured questionnaires impose a relatively low cognitive load on respondents, thereby reducing the time required for completion and enhancing the accuracy of the generated data. These attributes contributed to the robustness of the responses and the accuracy of the data collected, as evidenced in this study.

As previously mentioned, both desk study and structured questionnaires served as the primary instruments for data collection and collation in this study. To ensure the accuracy and reliability of the primary data gathered from the field, rigorous filtering processes were implemented to identify and eliminate errors made by respondents. Subsequently, coding techniques were employed to translate responses to questions into specific categories, facilitating the organization and condensation of research data into manageable summaries. Moreover, qualitative data collected during the study underwent a coding process, enabling data analysis based on specific themes using the Statistical Package for Social Sciences (SPSS) version 23. This allowed for the generation of descriptive statistics in the form of figures, which aided in summarizing the findings of the study. Additionally, Likert scale categories such as strongly agree, agree, uncertain, disagree, and strongly disagree were utilized during the analysis to further elucidate respondents' perceptions and attitudes toward the study variables. This comprehensive approach ensured a thorough examination of the data collected, enabling meaningful insights to be drawn and discussed in the study.

Results

This study places its emphasis on the thorough examination and discussion of the data collected from two distinct sets of questionnaires. The initial set of questionnaires was carefully crafted to address the perspectives of principals and teachers affiliated with junior secondary schools in the Bonthe municipality. Meanwhile, the second set was specifically tailored to capture the insights of parents whose children are currently enrolled in these educational institutions. Each set of questionnaires was thoughtfully designed to include a range of questions that juxtaposed different viewpoints and experiences related to the challenges and practical implications of free quality school education on teaching and learning within the Bonthe municipality. By incorporating contrasting questions, the study aimed to gain a comprehensive understanding of various stakeholders' perceptions and experiences regarding this educational initiative. In terms of the sample population, the study involved 100 principals and teachers from junior secondary schools, representing a diverse cross-section of educators within the municipality. Additionally, an equal number of 100 parents participated in the study, providing valuable insights from the perspective of families directly impacted by the educational policies and practices implemented in these schools.

To enhance the credibility and accuracy of the research findings, several measures were implemented throughout the study. Firstly, the presentation of the findings was structured using figures, which provided a visual representation of the data. This not only made the information more accessible but also facilitated easier interpretation by the readers. Furthermore, qualitative techniques were employed to assess the proportionate confidence level of the sample size and its corresponding margin of error. This involved a rigorous evaluation of the sample population to ensure that it accurately represented the broader population of interest. By determining the confidence level and margin of error, researchers could ascertain the reliability and generalizability of the findings to the larger population.

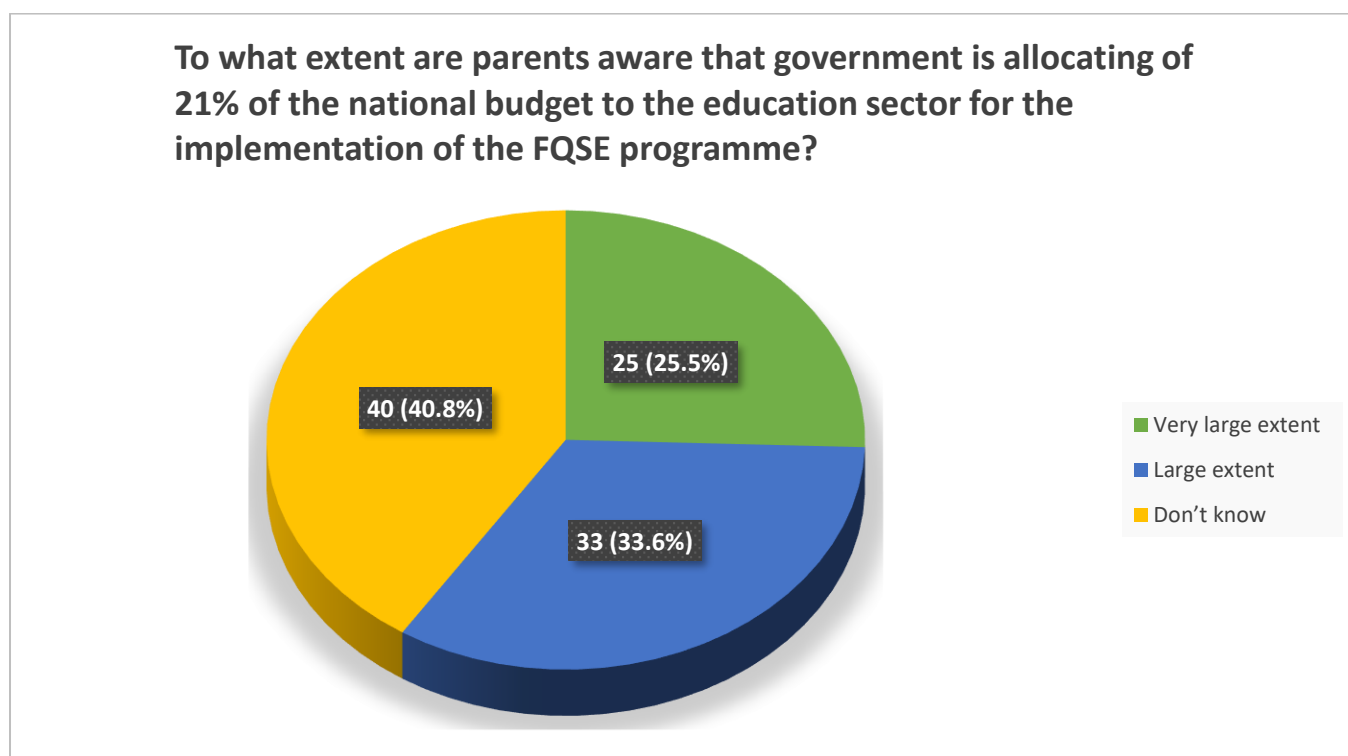
These methodological approaches were particularly crucial in achieving the main objective of the study, which focused on understanding the challenges associated with Free Quality School Education (FQSE) in junior secondary schools within the Bonthe municipality. By employing rigorous data analysis techniques and ensuring the validity of the findings, researchers could provide valuable insights into the complexities of implementing FQSE policies in the local context. The analysis of the collected data was conducted using the

Statistical Package for Social Sciences (SPSS) version 23 software, which is widely recognized for its robust capabilities in handling social science research data. This software facilitated comprehensive statistical analysis, allowing researchers to derive meaningful conclusions and recommendations based on the research findings.

Overall, the combination of structured data presentation, qualitative techniques, and rigorous data analysis using specialized software contributed to the validity and reliability of the research findings. These methodological approaches strengthened the credibility of the study outcomes and provided valuable insights into the challenges and implications of FQSE implementation in junior secondary schools in the Bonthe municipality.

Parental awareness Level of government effort in the provision of FQSE on Government Effort in the Provision of the Free Quality School Education

1. Extent Parents are aware of Government allocation of 21% of Budget to FQSE

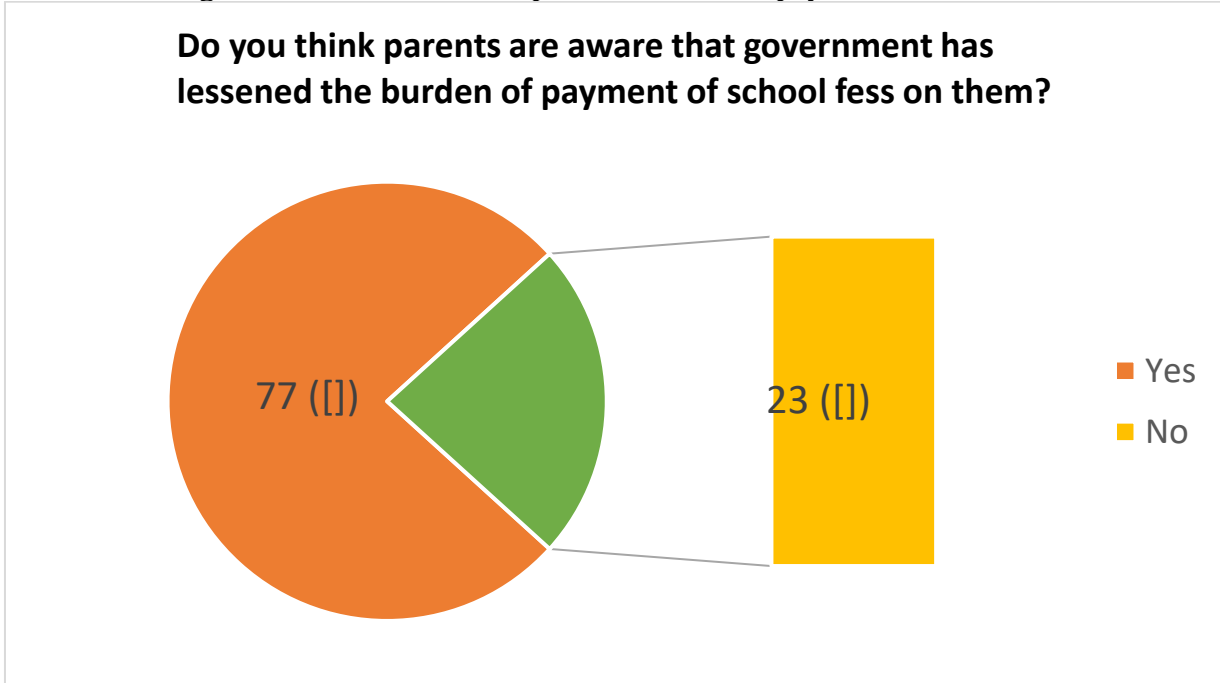


Source: Field survey 2023

Figure1. Pie Chart depicting extent parent are aware that government is allocating 21% of the national budget to the education sector.

In Figure 1, the data highlights the varying degrees of awareness among respondents regarding the allocation of government funds to the FQSE (Free Quality School Education) program. Among the respondents, 25 individuals, representing 25.5% of the total surveyed, demonstrate an exceptionally high level of awareness regarding this allocation. They are described as being aware "to a very large extent" of the government's commitment to allocate 21% of the National budget to the FQSE program. Moreover, there are 33 respondents, making up 33.6% of the total, who indicate a high level of awareness regarding the same allocation. These individuals are categorized as being aware "to a large extent" of the government's dedication to allocating 21% of the National budget to the FQSE program. Conversely, 40 respondents, comprising 40.8% of those surveyed, admit to lacking awareness of the government's commitment to allocating 21% of the National budget for promoting the FQSE program. They acknowledged not knowing about this allocation. The findings underscore a notable gap in awareness among parents whose children attend Junior Secondary Schools in the Bonthe Municipality regarding the government's financial support for the FQSE program. This lack of awareness could potentially impact their understanding of the resources available for their children's education and the government's efforts to enhance educational opportunities.

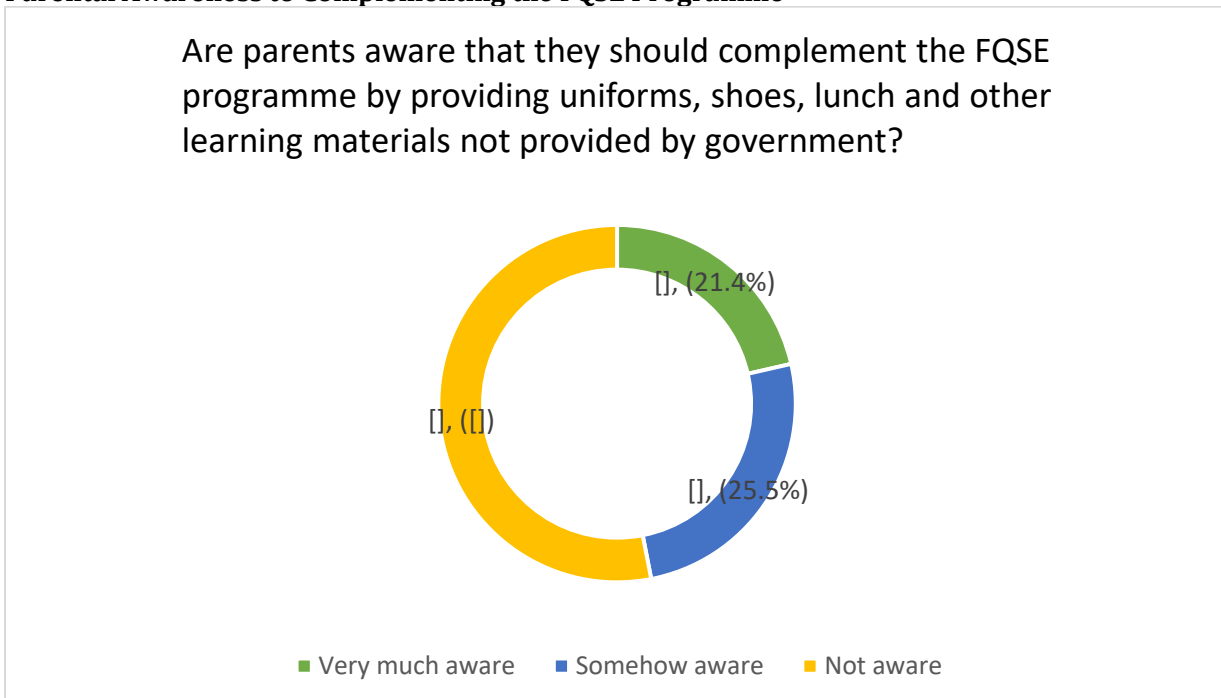
2. Awareness that government has lessened parent’s burden of payment of school fess



Source: Field survey 2023

Figure 2. Pie of Pie showing awareness that government has lessened the burden of paying school fees. According to Figure 2 . 75(77%) of respondents agreed that they are aware that government has lessen their burden of payment of school fess for their children attending Junior Secondary Schools in Bonthe Municipality whilst 23(23%) denied that they are not aware that government has lessened their burden of payment of school fees for their children. The result of the findings reveals that more parents are aware of the fact that government has lessened their burden of payment of school fess for their children. When compared to Figure 4.5 in the above, it is safe to conclude that though parents are aware that government has lessened their burden in the payment of school fees for their children, yet they don’t know that government is allocating 21% of the National budget for the promotion of the FQSE programme

Parental Awareness to Complementing the FQSE Programme

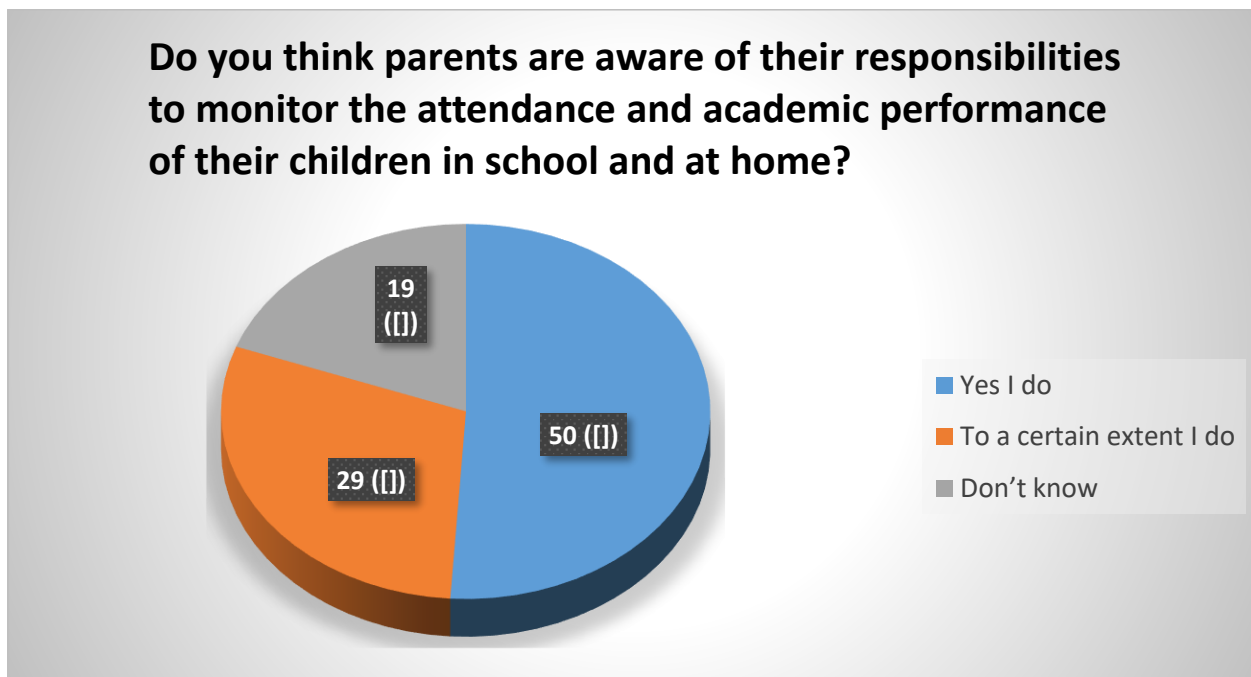


Source: Field survey 2023

Figure 3. Doughnut showing parental awareness to complementing the FQSE programme.

Figure 3. reveals that 21(21.4%) of respondents are very much aware of their responsibilities to complementing the effort of government in the FQSE programme; 25(25.5%) are somehow aware of their responsibilities to complementing government effort in the FQSE programme whilst 52(53%) are not aware of what is their responsibilities as parents to complement the FQSE programme.

Awareness of Parental responsibilities to monitor the attendance and academic performance of their children in school and at home



Source: Field survey 2023

Figure 4. Pie Chart indicating parent responsibilities to monitor the attendance and academic performance of their children in school and at home

According to Figure 4. 50(51%) of respondents said they are aware of their responsibility to monitor the attendance and academic performance of their children in school and at home; 29(30%) are to a certain extent aware of their responsibility to monitor the attendance and academic performance of their children in school and at home while 19(19%) said they don't know about their responsibility to monitor the attendance and academic performance of their children in school and at home. This reveals that majority of the parents in the Bonthe Municipality are aware of their parental responsibilities to monitor the attendance and academic performance of their children in the school and at home.

Discussion

The result of this finding shows that the lack of appreciation of government by parents who do not know about government's efforts to promoting the FQSE programme may also lead to low academic achievements. Shahzadi, E., & Ahmad, Z. (2011), found that high parental involvement were associated with high academic achievement

Parents' participation is one of the factors influencing students' academic performance in public secondary schools. Parents have critical role for their children's education Stephanie, T. (2015). Parents' participation is based on expectations and values on which parents focus on. Parents can participate in education through sending their children to school and contribute to school development activities, attend school meetings and make follow-up on the performance of their children at school Graham-Clay, S. (2005).

Parental involvement, both at home and within the school environment, stands as a crucial factor in shaping students' educational outcomes and attitudes. According to Graham-Clay (2005), parents play a vital role in ensuring that their children complete their assignments correctly and punctually once they return from school. Research indicates a positive correlation between parental oversight of homework and academic achievement; students whose parents are actively involved in checking their homework tend to perform better academically. However, it's worth noting that conflicting findings exist. Studies conducted by Shute et al. (2009) suggest a negative association between parental involvement in homework checking and academic

performance. Despite these varying perspectives, it's evident that parental engagement, particularly in homework monitoring, significantly impacts students' academic success and overall educational journey.

Parental involvement, manifested through fostering interest and support, plays a pivotal role in shaping pupils' educational outcomes and attitudes, with its influence extending to both the home and school environments. As noted by Graham-Clay, S (2005), when children return home from school with assignments, it becomes the responsibility of parents to ensure that these tasks are completed correctly and punctually. Studies have indicated a positive correlation between parents checking their children's homework and academic achievement. Specifically, students whose parents are actively involved in overseeing their homework tend to demonstrate higher levels of academic success compared to those whose parents are less engaged in this aspect of their education.

However, it is essential to acknowledge that findings regarding the impact of parental involvement in checking homework on academic achievement can vary. While some studies support the notion of a positive association, others have suggested a negative correlation. For instance, research conducted by Shute, V.J. et al. (2009) has highlighted instances where parental involvement in homework checking may not necessarily lead to improved academic outcomes.

In essence, the dynamics of parental involvement in education are multifaceted, and the extent to which it influences educational outcomes may depend on various factors. Nonetheless, the proactive engagement of parents in monitoring and supporting their children's academic endeavors remains an essential component of fostering positive educational experiences and achievements.

Conclusion

From the forgone data analysis, the researcher thus concludes that the aim of the research has been achieved. The research objective on the parental awareness level of the effort of government in the promotion of the Free Quality School Education (FQSE) programme, have been answered and therefore, the study objectives met with apt recommendations following in this article

Conclusively, the lack of adequate information sharing or sensitization of the public about government commitments to financing the FQSE programme, the expected responsibilities of parents to complementing the effort of government, the weak role of MBSSSE to sensitizing the general in the promotion of the FQSE programme and above all the underpinning challenges encountered could get worse if the trend continue unchecked.

Government must ensure that with the passing into law of the Education Act 2023, School Quality Assurance, Management and Resource (SQAMR) officials are given space and attention to sensitize both school authorities and the general public about the commitment of government to promoting the FQSE programme and the expected role of parent to complementing the effort of government for the accelerated academic growth of their children.

Recommendations

Based on the findings of the study, the researcher recommends the following:

Government of Sierra Leone (GoSL) through the Ministry of Basic and Senior Secondary School Education (MBSSSE) should consider training workshops and seminars for Parents on Government commitment to promoting the FQSE programme in Sierra Leone and the expected role of parents to complementing the effort of government.

The Ministry of Basic and Senior Secondary School Education (MBSSSE) should train their School Quality Assurance, Management and Resource (SQAMR) officials on media engagement ethics for the onwards sensitization of the public on the FQSE programme and their expected role as parents.

The School Board of Governors of Junior Secondary Schools must ensure that school authorities prioritize sensitization of parents about the FQSE programme.

Declarations

Acknowledgments: Not applicable

Conflict of Interest: The authors declare no conflict of interest regarding the publication of this paper.

Ethical Approval: Not applicable

Funding: This research received no external funding.

Author Contributions: All of the authors fully contributed to this manuscript.

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Citation: Tony Patrick George, Nathan Mbalu Jaba, Sia Mary Kamara and Peter Sahr Braima. 2023. Examining the parental awareness level of government efforts in the provision of free quality education in junior secondary schools in Bonthe municipality, southern Sierra Leone. *Global Research Journal of Social Sciences and Management*, 1(2): 1-15.

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