

**EFFECTS OF PARENTS' INVOLVEMENT ON THE LEARNERS' ACADEMIC
ACHIEVEMENT IN UPPER PRIMARY CLASSES OF
MUKURA SUB COUNTY, NGORA DISTRICT,
UGANDA.**

**BY
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**A RESEARCH REPORT SUBMITTED TO THE FACULTY OF EDUCATION
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DECLARATION

I, AjilongBetty, declare that this work titled “Effects of Parents’ Involvement on the Learners’ Academic Achievement in Upper Primary Classes of Mukura SubCounty, Ngora District, Uganda” is my original work and has never been submitted for an award in any higher institution of learning for any academic award.

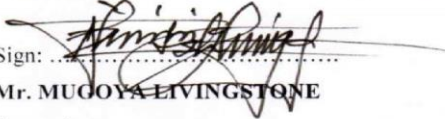
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APPROVAL

I certify that this research report titled "Effects of Parents' Involvement on the Learners' Academic Achievement in Upper Primary Classes of Mukura Sub County, Ngora District, Uganda," was carried out under my supervision and is ready for submission.

Sign: 
Mr. MUGOYA LIVINGSTONE
Supervisor

Date: *21st September, 2024*

DEDICATION

I dedicate this research project report to the almighty God who is the giver of all the Divine help.

To my family especially; my lovely husband, children and parents, a big thank you to you all.
To friends who have been encouraging me to achieve the best and motivating me to complete this research.

ACKNOWLEDGEMENT

I thank my supervisor Mr. Mugoya Livingstone for his tireless effort in advising, scrutinizing and correcting my work which inspired me to do my best.

Special thanks to; my lovely husband, children and parents whose moral, physical and spiritual support I cherish.

My family members that have nurtured and seen me grow to the higher level, I love you all.

Finally, to the Lord almighty for the provision and guidance that enabled me to complete my studies successfully.

ABBREVIATION / ACRONYMS

ESEA	- Elementary and Secondary Education Act
NAPE	- National Assessment Program on Examination
PLE	- Primary Leaving Examination
PTA	- Parents' Teachers Association
SPSS	- Statistical Package for Social Scientists
UNEB	- Uganda National Examinations Board

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ABSTRACT

The purpose of this study was to examine the Effects of Parents' Involvement on the Learners' Academic Achievement of Pupils in Upper Primary Classes of Mukura Sub County, Ngora District.

A sample of 120 purposively randomly selected respondents including primary school teachers, Head teachers, parents' and pupils. This study was intended to address the three specific research objectives: to explore the school activities through which parents' are involved in supporting primary school children academic achievement; involvement in children performance in primary schools and to examine the difference in performance between primary school pupils who receive parents' support from pupils who completely do not receive it.

A case study design was used to collect data from the respondents using questionnaires, interviews and documentary reviews that were administered to parents', teachers, Head teachers and pupils. Both qualitative and quantitative approaches were used to get respondents subjective views and simple percentages from the frequent responses for descriptive purposes. The SPSS 22.0 version was used for data analysis of simple for descriptive statistics and content analysis for qualitative data.

The study indicated that there were several methods used in public schools to involve parents' and guardians into education processes of their school children in supporting primary school pupils' performance in English. The study recommended conducting a quantitative study in order to test hypotheses by comparing results from public and private schools for comparative and generalization purposes.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study dealt with parents' involvement and its effects on pupils' academic achievement in upper primary schools' education. Chapter one is organized in different subsections which are: background to the study, statement of the problem, purpose and objectives of the study; the research questions, scope of the study, significance of the study, definition of key terms; organization of the study and conceptual framework as discussed and presented in this Chapter.

1.1 Background to the Problem

Parents' involvement in pupils' academic achievement has attracted many educators and researchers in the field of education in the world according to Craig and Ronald, (2003). For example, Epstein, Bakker, Davis, Henderson, Lewis and Keith compose a short list of many scholars who have spent their time on parental involvement. For instance, Epstein (2002) had argued that, no school improvement has been created without parental involvement which strengthened parents', teachers, administrators and pupils' partnerships which end into benefiting pupils, improving schools, assisting teachers and strengthening families.

Historically, parents' involvement in the learning processes of their children emerged as compensation programme since 1960's and 1970's in United State of America (USA) and Europe as among other programmes aiming at encouraging minority low-income parents' to prepare their children for more successful schools and prevent education delays for children who at risk (Bakker, Denessen & Brus-Laeven, 2007). It was just an appeal to support lower school children achievers through parents' intervention. For instance, in USA, during 1967 parental involvement was established as the programme for low income kindergarten and first graders pupils to sustain compulsory education programmes. Its execution manifested positive results by equipping parents' with skills on how to help their children with home works for enhancement of education progress. Being potential in education, attempt to increase parental involvement in school had made improvement.

Likewise, the Jomtien conference on Education for All (EFA) of 1990 accredited that many nations in the world have to ensure efficient management of education by involving local

community including parents'. This is because when parents become involved in education they will perhaps enhance pupils, community and users interests to be traced at the center (WCEFA, 1990). Consequently, it is an ideal for educationalist to ensure all challenges that are thought to hinder parents' involvement are worked through particularly in schools where currently pupils' academic achievement is declining from time to time.

Moreover, the Salamanca Conference on Special Education held in Spain 1994 discussed that, parents' should be encouraged to participate in educational activities at home and schools for the purpose of supervising and supporting their children's learning.

Furthermore, it should be noted that the education of the parent predicts the possibility and capacity due to the social-economic status of the parent. This is so because the elite have a job and a stable source of income. This does not mean that the parents' that are not educated cannot send their children to school.

In Mukura sub county, there are parents who take their children's education as the first priority and have the initiative to get directly involved in the learning process of their children through for example participating in all school outdoor activities like games and sports checking on teachers to find out the way a child is coping with the schools' activities.

In addition to the above, it is of paramount importance to note that families and parents' involvement is highly required not only in financing education but also in monitoring the whole learning process. A child who knows that his/her parent cares for and comes to school to check on the progress is likely to perform better in all spheres in the education ladder.

According to Edwards and Alfred, (2000), the argument draws strong support on how parents are vital in their children's schooling in the way of demanding policy (blue print) which will act upon constraints that limit parents' in monitoring children education in primary schools. This would strengthen efforts towards achieving quality education for all (EFA) (UNESCO, 2003).

However, in real sense, government in many countries have not fully enhanced parents' involvement for seeking quality education, the situation that had drawn attention for many scholars to work tirelessly in exploring hindrances for parental school involvement in their children's schooling. Similarly, the government should promote parental involvement

through policy statements that allow formulation of parent–school association with the intention of enhancing their children’s education. Harris and Goodall, (2008) argue that for the case of African countries, parental involvement in education has also attracted many scholars in relation to its contribution to pupils’ progress. For example, in Nigeria, Eze (2002) commented that, parents are the first teacher at home and potential in early literacy skills acquisition of their children. Also he insisted that, higher academic progress can be achieved if parents’ become more conscious and have positive attitude toward learning as well as high performance of pupils influenced by the level of parents’ involvement.

Studies from South Africa also uncovered that, the parents who perform actively in homework and study programme of their children contribute to their good performance. There are schools Acts that create parents’ as active partners in school’s governance; even though low attendance in parents’ meetings, lack involvement in fundraising projects and reluctance in paying school fees in upper primary schools are the evidence of low parental involvement. Marjoribanks (2005) study in Kenya revealed that parental willingness to be involved in Pupils’ homework is high with expectation of fostering pupils learning and supplementing teachers’ efforts yet it is hampered by number of factors. Equally, parental involvement is assumed to be more mothers’ responsibility than fathers’ responsibility.

Education policy and various programmes in Ugandan have shown great concern on the roles that are played by various education stakeholders including parents’. For instance, Education and Training Policy in Uganda (2018) recognizes the roles of parents’ in education through decentralization, in which parents’ are involved in education process by financing education through cost sharing and put emphases on providing education through partnership with community (URT, 1995). Experiences from schools indicate parents’ are doing less to fulfill their responsibilities of paying school fees, attending parents’-teacher meeting, contacting to school about pupils’ academic progress and attendance which is contrary to the expected aim of the policy. Galabawa (2001) argues that, parents’ and pupils are clamoring for quality education for all, especially in democratic education system that requires parents’ to be informed, participate and influences decision that affecting their children.

Also, Education Development Programme EDP I and EDP II acknowledges the roles of parents’ in education that are likely to cover education financing, participating in construction of school buildings and ensuring that children are enrolled in schools, attending classes and

are retained in education system (URT, 2004; URT, 2010). Unfortunately, the role of parents' in primary education to some extent is limited and much rested on financing and construction of school buildings which is not fully achieved, on the other hand parents' participation and commitment in their academic progress, such as knowing about their children attendance in school, helping with home works is constrained. Generally, some parents' have little or no involvement in all levels of education.

Furthermore, in Uganda, there has been poor performance in some primary schools over the years and efforts are always undertaken to address the problem. Among the factors that are associated with the pupils' poor academic achievement are the inadequate facilities in schools, shortage of teachers, indiscipline, unfavorable home environments and parents' involvement.

For example, schools from fishing and landing site areas along lake shores of Victoria, Kyoga and Albert respectively perform poorly. This has been common in Primary schools of Mayuge, the border line in eastern Uganda, Kalangala islands, Sigulu Islands and Karamoja area, to mention but a few (Mihayo , 2004). It is possible that, factors like: low family income, low levels of education of the parents', poor involvement of parents and other family members in the pupils' school activities may affect pupils' performance.

It is also observed that in Wakiso district, almost all public primary schools are day schools. Although there are many factors that affect pupils' academic achievement, the factors related to parents' involvement need to be considered for investigation.

Therefore, there is a need to conduct an empirical investigation to determine the effects of parental involvement in pupils' academic achievement in public primary schools in Mukura Sub county, Ngora district.

1.2 Statement of the Problem

Various studies (Epstein, 2018; Epstein 2002; Kim, 2002; Mihayo, 2004; Sanders & Sheldon, 2009; Sheldon, 2009) show that there are effects of parents' involvement on pupils' academic achievement in schools. Accordingly, parents' involvement is expected to provide a good and conducive climate for social, intellectual and emotional development of a child. Furthermore, it provides love, security, guidance and care that contributes to good academic achievement.

Despite this fact, very little has been done in Uganda and Ngora District in particularly to investigate into parents' involvement, how and when it affects academic achievement of pupils in primary schools. This study sets out to determine the effects of parent involvement on children's education in primary schools in Uganda. Specifically, it will focus on. For example, parents' level of education, the communication between teachers and parents', the home environment and how they impact on pupils' academic achievement in primary schools in Mukura sub county, Ngora District.

1.3 Purpose of the Study

The purpose of this study was to find out how parents' involvement is associated with pupils' academic achievement in selected primary schools in Mukura sub county, Ngora District.

1.4 Objectives of the Study

The study was carried out to;

- i. find out the school activities where parents' get involved in supporting pupils to improve performance in Primary Leaving Examination.
- ii. investigate how parents contribute to the improvement of pupils' performance in Primary Leaving Examination.
- iii. examine the difference in performance between pupils who receive parents' support from those who do not receive support at Primary Leaving Examination.

1.5 Research Questions

- i. What school activities do parents get involved in supporting pupils to improve performance in Primary Leaving Examination?
- ii. How do parents contribute to the improvement of pupils' performance in Primary Leaving Examination?
- iii. What is the difference in performance between pupils who receive parents' support and those who do not receive support at Primary Leaving Examination?

1.6 Scope of study

1.6.1 Content scope

The study assessed the effects of parents' involvement on the learning achievement of pupils in upper primary in schools of Mukura subcounty, Ngora district.

1.6.2 Geographical scope

The study looked at schools with upper class section in Mukura county in Ngora District. Mukura sub county is located along Mbale - Soroti road. It is found 10km and 41Km away from Kumi and Soroti with the Iteso as the biggest tribal group in the area. Majority of the people here are peasants who mainly use oxen to plough their gardens with a few in small scale business enterprises.

1.6.3 Time scope

The study handled documents from schools for the last two years to assess the effects of Parents' Involvement on the Learners' Academic Achievement of Pupils in Upper Primary Classes of Mukura Sub County, Ngora District. It evaluated Learners' Academic Achievement in relationship with Parents' Involvement in the schools of the subcounty.

1.7 Significance of the Study

It was expected that the outcome of the study would be significant to different levels including school, district, regional and national level. This would bring awareness to educational planners, policy makers, educational administrators and community at large to make sure that, there is good parental involvement at all school level. The study was expected to provide inputs on how Parents' Involvement is needed to facilitate the pupils' learning as various roles of the parents in financing, supporting (nurturing) and counseling would be revealed in assisting the pupils to learn.

1.8 Definition of Key Terms

Parents' Involvement

In this study, parents' involvement has been used to mean the way the parents' are involved in education activities of the children. It includes the way the parents communicate with the school on education matters, how parents' assist the children with conducive learning environment at home, like; buying school uniform, providing nutrition, encouragement and follow ups the school assignments.

Pupils' Academic achievement

In this study academic achievement was analyzed from ready - made pupils' academic results measurements that are obtained from examination schedules (tests, terminal examinations, annual examinations).

Parents'

In this study parents mean father, mother, sponsor or guardians of pupils.

Public Primary School

In this study public primary school are school owned by government.

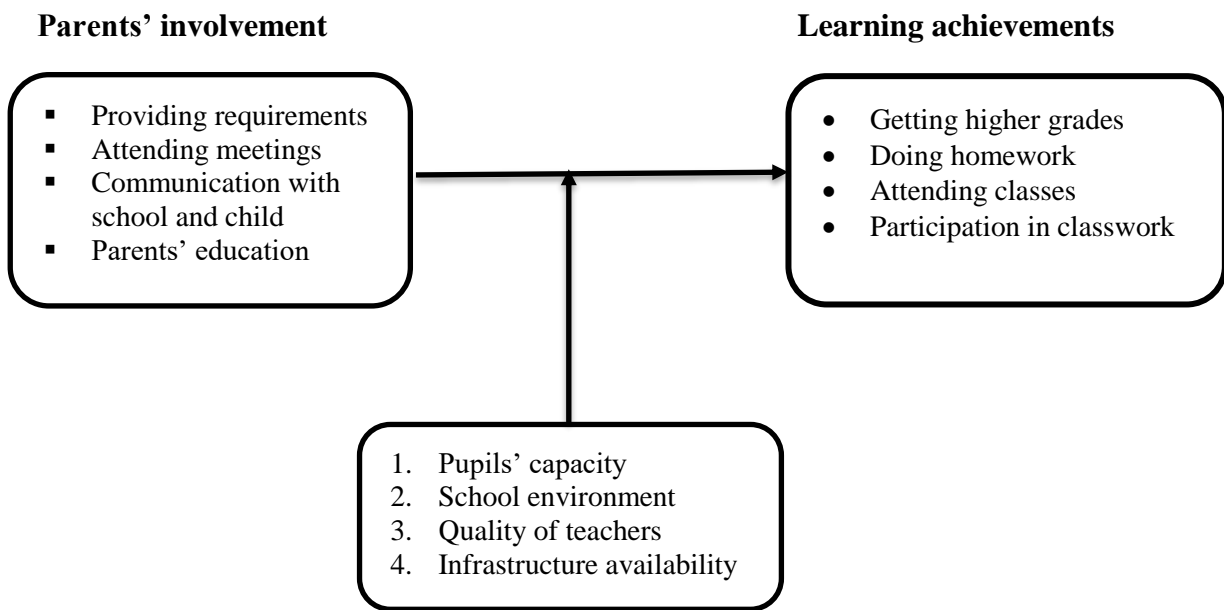
Private primary school.

In this study, a private primary school refers to an independent and fees-charging education institution though supervised and monitored by the Government.

1.9 Organization of the Study

The study is organized into five chapters. Chapter one contains the background to the problem, the statement of the problem, objectives of the study, research questions, significance of the study, limitation of the study, conceptual framework and definition of terms and organization of the study. Chapter two involves literature review related to the study and the research gap. Furthermore, chapter three concentrates on presentation of the research methodology. In the report an additional chapter four is about data presentation, analysis and discussions. Chapter five presents a summary of the study, recommendations and conclusions basing on the findings.

1.10 Conceptual framework



Source: Epstein's Framework (2009) modified by the researcher

This study is influenced much by Epstein's Framework which is a framework containing six important factors. This framework is based on findings from many studies about what factors are most effective when it comes to children's education (Epstein, 2009). Those six factors are parenting, communicating, volunteering, learning at home, decision-making and collaborating with the community. In parenting, it insists families with parenting and child rearing skills, understanding child and adolescent development, and setting home conditions that support children as students. Communicating refers to how best to design and conduct an effective two-way communication that is school to home and home to school, about school programmes and their children's progress. This bridged the gap between parents' and schools, which exist due to inadequate information between parents' and teachers. It can be achieved through conferences with every parent at least once a year, with follow-ups as needed.

Henderson and Mapp, (2002) aver that learning at home provides information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning. In practice, may seem difficult but (Epstein, 2009) provides workable sample practices. These include provision of information for families on skills required for students in all subjects at each level/form; information on homework policies and how to monitor and discuss schoolwork at home; information on how to assist

students to improve skills on various class and school assessments, provision.

When looked critically the model has practical applicability in guiding how the parents should play their roles in guiding the students learning to realize good academic achievement. For example, function of the communication.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents literature review related to the problem of the study which is presented under the section dealing with the concept of parents' involvement on pupils' performance at Primary Leaving Examination. The chapter discussed the theory of community participation, the global studies on parents' role in educational matters of their children and its effect on pupils' academic achievements, theoretical perspective. The chapter also provides empirical studies at global level and knowledge gap.

2.1 Theoretical Review

The study was based on the Theory of Community Participation by Arnstein in 1969. The theory was intended to describe the significance of citizen participation or involvement in enhancing social development. An effort to increase involvement of citizens in their communities is a global phenomenon in response to decentralization policy (Stukas & Dunlap, 2002). Community participation may include some form of involvement of people or parents', in decisions making that affects their lives and welfare. This is particularly important when parents' participate in programs and activities which directly affect pupils' academic achievement. Arnstein (1969) argues that it is only rational to give control of affairs and decisions to people most affected by them. It is believed that community participation brings many lasting benefits to people instead of only a means of getting things done. Arnstein (1969) associates citizen participation with citizen power and control as the redistribution of power that enables the have-not citizens, presently excluded from the political and economic processes, to be deliberately included in the future. This suggests that parents' participation helps to promote motivation for better performance among pupils. For the same reason, the schooling of our children should be owned and supported by both the teachers and the parents'.

Wilson and Wilde (2003) identified some dimensions of community participation namely influence, inclusivity, communication and capacity. The idea of influence from Wilson and Wilde suggests the importance of partnerships in which parents' take their active role in all decision making and direct support to pupils' academic achievement. This implies that close teacher-parents' communication can strengthen the partnerships through effective ways of sharing information with the parents'. The capacity as an important element in partnerships

provides the significance of resources required from the parents' in terms of both material and moral support to their children in school activities.

Relevance and Application of the Participation Theory

The theory of participation as developed by Arnstein (1969) attempts to represent, organize and explain the concept of citizen participation in a simple and understandable way. The concept of participation through a ladder metaphor has successfully managed to provide the academic world with a quicker view and grasp of the complicated relationships involved in the participation process especially participation of parents in their children's school academic matters (Masue, 2010). Specifically, the current study utilizes the theory of community participation to describe how parents' may become active supporters when it comes to management of school academic activities and how they could participate in promoting performance of their children.

The theory of community participation does not adequately explain how the parents' involvement especially in academic matters can influence pupils' performance at Primary Leaving Examinations regardless of their professional skills and knowledge they possess. However, the theory is still useful because it considers parents' contribution in terms of other attributes such as financial and material support which can be used to supplement their limited professional skills and knowledge by providing an opportunity for accessing private tuition classes which can academically support the children. This capitalizes on the importance of involving the parents' as part of the community towards improving pupils' school learning and performance.

2.2 Literature Review

2.2.1 Activities that require Parents' involvement in supporting pupils' academic achievement

The concept of parents' involvement in education can be defined as parents' participation in the educational processes and experiences of their children. Such roles include different forms of participation in education and with the schools (Epstein, 2001; Henderson & Mapp, 2002). Parents' can support their children's schooling by attending school functions and responding to school obligations (for example parent-teacher meetings,). They can become more involved in helping their children improve their school work - providing encouragement, arranging for appropriate study time and space, modeling desired behavior such as reading for pleasure, monitoring homework, and actively guiding their children at

home. Studies show that children whose parents' are involved show greater social and emotional development (Allen & Daly, 2002), including more resilience to stress, greater life satisfaction, self-direction, self-control, social adjustment, mental health, more supportive relationships, positive peer relations, tolerance and fewer delinquent behaviors (Desforges & Abouchaar, 2003). These studies however do not specify how the parents' attending school functions and responding to school obligations helped to improve their children's performance at in English Primary Leaving Examination. In addition, most of this literature reflects more on issues related to the participation of parents on children academic achievement with reference to developed countries experience. There has been limited empirical studies conducted in Uganda, thus it requires scientific investigations on the modalities used by teachers on pupils' achievement in Kyengera town council, Wakiso District primary schools and Uganda at large.

2.2.2 Parents' involvement and its Contribution to Pupils Academic achievement.

The belief in the significance of parents' involvement on pupils' performance is important to policy makers, teachers, parents' and pupils alike. However, this belief has a firm foundation both in the literature concerning parents' involvement and in the school improvement research base (Harris, 2007). The evidence shows that parents' involvement is one of the key factors in achieving better pupils' performance (Harris & Chrispeels, 2006). It would appear that involving parents' in school academic programs leads to more engagement in teaching and learning processes. The importance of parent's educational attitudes and behaviors on children's performance is crucial (Timkey, 2015). This evidence shows that there are different elements of parents' 'educational attitudes and behaviors, such as the provision of a cognitively stimulating home environment and parents' aspirations (Feinstein *et al.*, 2006:1). Unfortunately, the literature does not clearly specify how home environments cognitively stimulate and influence children's academic achievement. Hence the researcher sets out to unearth the relevance of home environment in relation to pupils' performance in Primary Leaving Examinations.

Different studies indicate that the parents' involvement on pupils' performance has had mixed results (Desforges, 2003; Epstein 1992; Lareau, 1989; Muller, 1995). Some inconsistencies have subsequently been explained by variations in definition and methodology along with some technical weaknesses in certain studies. For example, different

definitions of parents' role were used across the early studies; some took it to be 'good parenting' activities which went on in the home while others took it to be 'talking to teachers to include activities which went on at the school. However, the contemporary empirical evidence points towards a powerful association between parents' role and pupils' academic achievement (Desforges, 2003; Rogers et al., 2010). In addition, the literature acknowledges that parents' role is only one of many factors which have an impact on pupils academic (Sacker et al., 2002). However, the literature does not specify how parents' roles contribute and influence children academic achievement.

A study by Epstein (1990) on School and family connections that was conducted in the united states of America showed that parents' role always has such positive effects as it is clear that there are many factors which impinge upon the quality and nature of parents' role because it is multidimensional and includes a multitude parents' activities regarding children's education. The impact of parents' involvement arises from parents' values and educational aspirations that are continuously exhibited parents' enthusiasm and positive parenting, yet it is clear that levels of involvement vary considerably depending on the parents' and the context in which they find themselves. It was found that the impact varies across different groups and cultures. The research shows that the impact of parents' involvement arises from parents' values and educational aspirations that are continuously exhibited through parents' enthusiasm and positive parenting.

According to study by Harris and Goodall (2007) the impact varies across different groups and cultures. For example, Harris and Goodall indicate that men less involved in their child's homework because of work patterns and cultures than women. Similarly, Uganda has population with different cultures and work patterns. The literature reviewed in this subsection indicates that there is a difference in pupils' performance based on different parents' academic support they received.

However, it is difficult to predict or assume whether variations on cultures and work patterns among Ugandans can explain parents' involvement towards primary school pupils' performance in Uganda as was observed by Epstein (1990). Furthermore, some studies revealed some inconsistencies with the effect of parents' role on pupils' academic achievement. Studies by Epstein (1992), Lareau (1989) and Muller (1995; 1998) revealed that parents' role had no effect on pupils' academic achievement, while others found positive

effects. These inconsistencies with the effect of parents' role on pupils' performance may demand more similar studies in different localities to prove or disapprove their propositions.

2.2.3 The difference in performance between pupils who receive parents' support and those who do not receive.

A study by Desforges and Abouchar, (2003) on the impact of parents' involvement, parents' support and family education on pupil achievement and adjustment indicated that parents' roles takes many forms including good parenting in the home, provision of a secure and stable environment, intellectual stimulation, parent-child discussion, good models of constructive social and educational values and high aspirations relating to personal fulfillment and good citizenship; contact with schools to share information; participation in school events; the work of the school and participation in school governance.

Studies on the difference on pupils' performance have indicated an overwhelming connection between literary resources in the homes and children's reading skills (Sheldon, 2009; Sanders & Sheldon, 2009; Glasgow & Whitney, 2009). Pupils who come from reading oriented homes, where books are readily available to them and their parents' are avid readers, have a tendency to score higher on reading achievement tests than children from less reading oriented homes. It also affects their literacy skills to have their parents' read to them. Thus, parents' can have positive effects on their children's reading skills and boost their reading comprehension by reading to them and making sure those books available.

Studies among school pupils demonstrated that those whose parents' have high educational expectations for their children, discuss with their children their school and future plans and monitor their homework, have a tendency to earn a higher grade in English and to score higher in reading achievement tests (Sanders & Sheldon, 2009). Such studies confirm that parents' support and interest for reading continues to be an important factor in young pupils' performance at school.

2.6 Literature Review Gaps

Studies conducted in developed countries particularly from the United States of America and Australia suggested that there are several forms of parents' participation in school matters concerning their children. The studies suggest that parents' who were involved in assisting their children, made it possible through verbal encouragement, arranging for appropriate

study time and space, modeling desired behavior (such as reading for pleasure), monitoring homework, and actively guiding their children at home (Allen & Daly, 2002; Harris & Chrispeels, 2006). It appears that involving parents' in school academic activities leads to parents' engagement in teaching and learning processes. Such studies however, did not prove the significant effect of parents' involvement in pupils' levels of performance (Feinstein et al., 2006; Sacker et al., 2002).

Moreover, given different cultures of the parents' and nature of their businesses in Uganda, it has been difficult to predict the influence of the parents' contribution in promoting children performance at Primary Leaving Examinations. It has been observed that the level of parents' involvement in Uganda in terms of supporting the performance of their children is still low (Hakielimu, 2012). The parents' and guardians have continued to provide limited assistance to their children's' academic matters due to the nature and types of their economic activities. As a result, little is known whether and how such tendency could affect pupils' performance at Primary Leaving Examination in terms of skills and language competencies in their examinations (Hakielimu, 2012).

Chen, (2007) concludes that much of literature in developing countries revealed that, academic achievement is influenced by parents' involvement factors. With increase of poor performance in Ugandan primary schools, and Mukura sub county particularly it is important to find out what are the problems which lead to poor performance.

However, many of the studies conducted have not examined in-depth stringent aspects like child interest, number of children in a home and relationship between mother and father as a factor. Moreover, researches on the effects of parental involvement on academic achievement of public primary schools in Uganda are limited. Furthermore, although Epstein's Framework offers rich model to study parental involvement and academic achievement, no study in Ngora district has used this theoretical framework to guide its investigation. Therefore, this study is an attempt to fill this gap.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the research methodologies. It covers components of research design, area of study, targeted population, sample and sampling procedures, data collection methods, procedures to be used in data collection and analysis, at the end of the chapter, the ethical issues are also presented.

3.1 Research design

According to Singh S., (2020), a research design is the strategy, structure, approach of investigation, or the arrangement of conditions for data collection and analysis. The mixed methods approach was used by studying the population. The descriptive design was used and it was advantageous compared to other designs because it allows collecting information from different individuals of respondents at once. Both qualitative and quantitative methods were used to source information. Qualitative method helped to source experiences of respondents and key informants, while quantitative data was used to determine measures such as percentages and frequency to establish relationships between variables (Amin, 2005).

In addition, the approach was used because it provides the researcher with flexibility in questioning through verbal explanation. Quantitative approach was used to gather and analyze data on pupils' academic achievement.

3.2 Area of Study

The study was conducted in Mukura subcounty of Ngora District. The researcher chose Ngora District purposely because, there are public primary schools neighboring private schools that are performing well, of which are day schools. Since pupils attend school and they go back to their homes, the home settings were considered to affect them in their studies.

So, the nature of schooling mode (day school) is expected to provide insights on the parental roles influence on the academic achievement, hence, the district with its schools will be considered for investigation in this study. The general population of Mukura subcounty engages in diverse economic activities ranging from big production industries, farming, trading as well as some petty business.

Characteristically the area is monoculture in nature community comprising of people dwelling from the region and different religious orientation. For that matter people have common culture whose custom are used to guide people behaviour and ways of life. Also, academic achievement of the pupils is very low to compare to other areas of the district. The study explored detailed information that indicated how family background contributes to pupils' academic achievement.

3.3 Target Population

Target population refers to the total number of subject or total environment of interest to the researcher (Best & Khan, 2006). The targeted population, in this study included children and teachers of two public primary schools and two private schools; i.e., head of schools, normal teachers, selected pupils in those upper primay schools, and parents of the pupils around the school. Their involvement in this study was based on the fact that, they are expected to provide data in terms of their experience and views on the extent to which their parents' are involved in school academic achievement/affairs. There are 7 teachers in these three schools that teach upper primary. Each school has a head teacher who were considered. Five parents' (or guardian) from each school were randomly selected to take part in the study.

3.4 Sample and Sample Size

According to Bridier N. L., & Casteel A., (2021),), a sample is a sub set of a total population under study and it represents the characteristics of the population. For the purpose of mixed research approach, the study utilized a sample size of 142 respondents that was arrived at using Qualtrics sample size calculator version 2020 with margin error of 8% and confidence level of 90% and the summary is in the table below.

Table 3.1: Composition of Sample Categories

SN	Category of respondents	Sample population	Number of respondents
1	Primary school teachers	09	09
2	Head teachers	05	05
3	Parents	100	52
4	Pupils	251	76
Total		365	142

Source; Primary data, 2024

3.5 Sampling Techniques

Ahmad N., Astifar F. A & Razak N.A.A., (2023), define a sampling technique as the process of selecting a small number to represent the population. In this study, a researcher used three types of sampling techniques namely simple random sampling, purposive sampling and convenience sampling techniques as described below.

3.5.1 Simple Random Sampling

According to Cohen et al (2000), simple random sampling appears when each unit of the sample has been selected entirely by chance where each subject or unit in the population has an equal chance of being selected. This technique was used to select four Government aided primary schools from Mukura sub county. The researcher prepared twenty pieces of paper on which names of each school in Mukura sub county were labeled. After the pieces of papers had been mixed up in a basket, the researcher asked any teacher to randomly pick up five pieces of paper one at a time until a sample of four schools is obtained. Simple random sampling procedure was preferred because of its power to minimize biasness in sample selection and therefore maximize sample representativeness.

3.5.2 Purposive Sampling

Purposive sampling technique was used to get head teachers from the selected schools who were expected to provide information on how parents' participation influence school performance of pupils at Primary Leaving Examinations. Purposive sampling was used to select primary school teachers because they were responsible for providing the children with classroom assignments and homework.

Purposive sampling was suitably chosen for this study because it enabled the researcher to answer the research questions. The choice of purposive sampling was based on characteristics or quality of the respondents for the purpose of this research. For example, head teachers were selected basing on their administrative and leadership roles they played. Thus, the choice of the pupils was based on their performance characteristics.

3.5.3 Convenience Sampling

This technique was used to obtain sample for parents' who are expected to support their children's academic activities both at home and while in school. The parents were asked to participate in the study based on their availability and willingness to do it. The researcher recorded the names of the parents and their localities from the head teachers' office before making follow up in their homes based on head teachers' directives. Twenty parents from each primary school with children in primary seven classes were sampled to be interviewed.

3.6 Data Collection Techniques

3.6.1 Interview

This technique is popular because it is flexible and participatory. Interview is participatory, as it requires both the interviewer and the participant to join in an interactive conversation (Best and Khan, 2009). Interview is sub divided into structured and semi structured interviews. In this research the researcher used semi-structured interview questions because they allowed flexibility in maintaining the course of interview and responses by classifying question to ensure that the required information was tapped from respondents.

The researcher used face to face interview to collect information from pupils and parents on the influence of parents' level of education, parents' income, communication between teachers and parents' and learning at home and pupils' academic achievement at school. Parents and guardians were interviewed in their homes during the researchers' visit and this observed the appointment made and agreed. Gray (2009) holds that interviews must be carefully recorded during interview to avoid distortion of information which would affect the research results. The current researcher therefore used both field note taking and the phone device to record the interviews. Later both methods of recording data were checked and compared to see what information was mis-recorded. Application of more than one method in data recording reduced the errors that would have happened in the data recording using one recording device.

3.6.2 Questionnaire

This study employed questionnaires containing both open ended and closed questions. The researcher opted to use questionnaires because the study is concerned with variables that cannot directly be observed such as private views, opinions, and feelings of the respondents. Such information is best collected through questionnaires (McMillan & Schumacher, 2010). Further, Gray (2009) stresses that the questionnaire is a useful tool where the researcher can employ it to collect the people's opinion on the nature and effective of the programme.

In this study therefore, the question was suited in collecting the respondents' opinion on the effects of the parents' involvement in the academic achievement of the pupils in selected upper primary schools in Ngora District. It enabled the respondents to answer questions easily without wasting time. The researcher administered questionnaires to teachers because they could read and write properly.

3.6.3 Documentary Review

The purpose of reviewing documentary sources was to allow the researcher to have better understanding of what has been said or written about the subject under the study. Best and Khan (2009) explained that in analyzing the documents, the researcher might use old data sources like records, reports, printed forms, letters, diaries, books and other academic works, periodicals, catalogues, syllabi, court decision, pictures, file and cartoons.

In this study, examination results were used as a documentary source. The pupils' academic records were obtained from the academic offices. These indicated the pupils' weekly tests, terminal and annual examination results for 2022 - 2024.

3.7 Data Analysis

All information that was collected from interviews and documentary review was subjected to content analysis which involved identifying coherent and important examples, themes and patterns in data collected from the field work.

Qualitative approach therefore was analyzed through thematic analysis where data was categorized according to their relevant themes and patterns developed accordingly.

Quantitative data from the questionnaires were analyzed through simple descriptive statistics after graphs and tabulation and conversion into frequencies and percentages for descriptive purposes. In the first place data was cleaned for errors and then coded. Thereafter, coding of data was analyzed through content analysis to examine its influence on pupils' academic achievement at Primary Leaving Examination.

3.8 Validity and Reliability of the Research Instruments

Validity, according to Rozali, M. Z, et al (2022), refers to quality of data gathering instrument or procedures that enables it to measure what it sought to measure (Best and Kahn, 2004). Reliability of the instrument is the measure of consistence over time and over similar sample (Cohen *et al.*, 2007). The following methods were used for validation of the questionnaires. The questionnaires and interviews were pilot tested to 5 teachers and 8 pupils before the larger actual survey was conducted in Mukura sub county.

Rozali1 M. Z et al (2022), define reliability of the instruments is the ability of documented evidence, which provides a high degree of accuracy that a specific process consistently

produces to meet its predetermined specifications and quality attributes. The instruments were validated through technical advice from the supervisor and fellow students of Bachelors of Education course. Some inconsistencies and ambiguities were corrected in order to establish the face content and construct validity. Finally, the use of more than one instrument for data collection (*triangulation*) aimed at ensuring reliability and validity of data collected (through questionnaire, interviews and documentary analysis).

3.9 Ethical Consideration

Gray (2009) insists on the need of the researcher to observe the principle of ethics when conducting research. This is because there could be some danger the respondents may experience or harm if their views are known to their superiors. Furthermore, it is not recommended to violate the rights of individuals for the reason of searching knowledge.

The researcher obtained prior permission from all relevant university authorities and school administrators before conducting the study. In the first place, researcher got clearance letter from the Dean faculty of science and education of Busitema University. The researcher explained clearly to the respondents the objectives of the study before they could take part.

Respondents were informed that their participation was voluntary and that the information they gave would be treated confidentially and used for the intended purpose only. The researcher made sure that the information collected was kept in a safe manner so that it is not accessed by unauthorized persons. Furthermore, the researcher also ensured that the respondents' names are not mentioned anywhere in the study. Names of schools were substituted by alphabetical letters A-E in no order that could ordinarily relate the letters and real names of the school.

3.10 Limitation of the Study

The study is delimited to cover all public primary schools in Mukura Subcounty, Ngora district. The researcher collected data from some primary schools in the sub county. The research tools involved both questionnaire and interview because of the nature of respondents including parents' who might not be educated to fill questionnaires but could be interviewed.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

In this chapter the results of the study are presented and discussed. The data is divided into subsections where demographic characteristics including age and sex of respondents, education level and occupations were presented, analyzed and discussed.

4.2 Demographic Characteristics

4.2.1 Age and Sex

The age and sex of the respondents was summarized in table 4.1 as whon below: -

Table 4.1: Age and Sex of Respondents

Age Group	Female		Male		Total	
	Frequency	%	Frequency	%	Frequency	%
Below 18	36		40		76	53.5
28-35	06		10		16	11.2
36-40	07		11		18	12.6
41-45	06		08		14	9.8
46-49	03		07		10	7.0
Above 50	03		05		08	5.6
Total	61	43.3	81	56.7	142	100

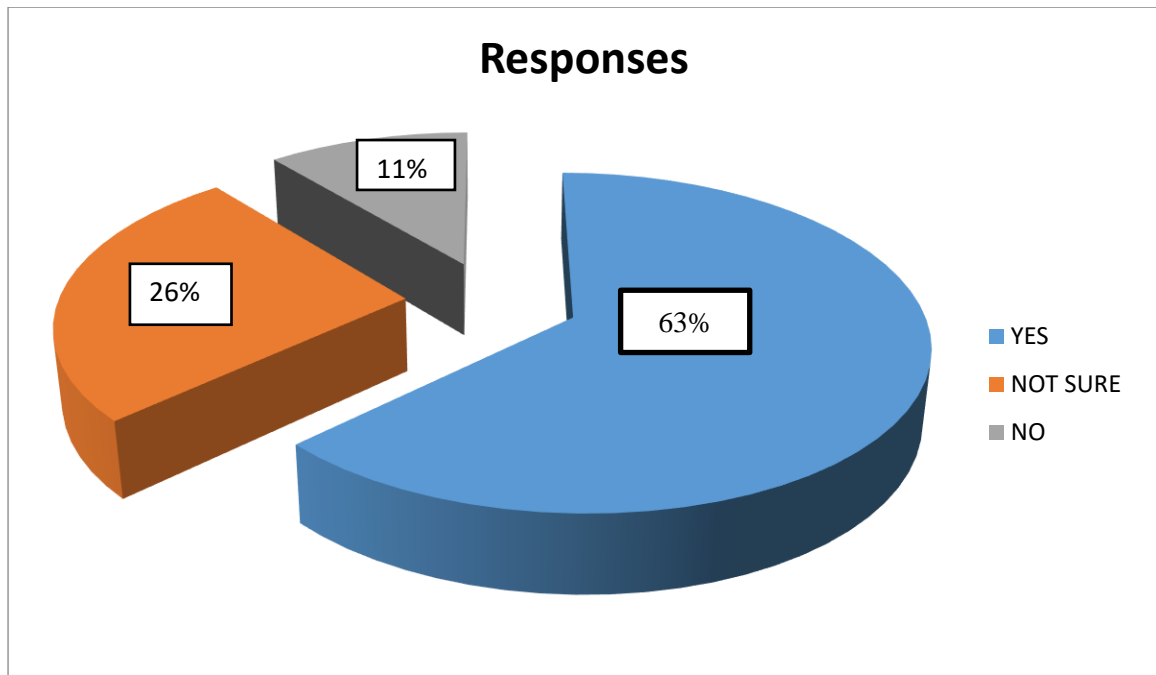
Source: primary Data, 2024.

Data summarized in Table 4.1 imply that the male respondents outnumbered female respondents, thus research involved more males than females. The cultures and traditions of African families could have contributed to this effect. Family issues are largely male responsibility.

4.3 The School activities where Parents' are Involved in supporting their Children's Performance.

Research objective one examined the school's activities through which parents are involved in supporting their children's academic achievement. Two questions were posed to solicit the information for the research objective namely; were the parents' involved in supporting their children academic activities? Secondly, what are the school's programs through which parents are involved in supporting primary school pupils' academic achievement.

Figure 4.1: Were the Parents' Involved in supporting their Children Academic activities.



Source: Primary data 2024

The responses were collected from the teachers, parent's representatives and head teachers. The statistics were also collected from official records available at head teachers' office and were recorded as shown in Figure 4.1

Figure 4.1 indicates that the majority of the respondents (63.0%) said that parents' and guardians were involved in various programs meant to support their children's academic achievement. Some respondents (26.1%) were not sure whether parents were involved in supporting children academic activities. A small number of the respondents (10.9%) said that parents were not directly involved in programs concerned about their children academic welfare. When the researcher demanded clarifications on each category of responses, the following responses were collected and summarized in Table 4.2.

Table 4.2: Programs where parents' are involved in supporting their children's academic activities in the school.

Activities of Parents' involvement	No. of Respondents	%
Parents' participation in school Meetings	37	31.6%
Providing direct support to pupils in the forms of finance and materials	29	24.7%
Provision of food supply while at school	21	17.9%
Supporting pupils homework assignments	16	13.6%
Parents' visits to school to discuss with teachers on children performance in English	14	11.9%

Source: Primary Data, 2024

Data in Table 4.2 indicates that there were several school activities used to promote parents' involvement in supporting their children's performance in academics.

The majority of respondents (37.6%) mentioned the parents' participation in school Annual General Meetings where decisions making on matters related to performance are discussed. Showing their greater concern on the matter, one of the head teachers had this to comment;

'In our school parents' participate actively in school meetings where they are involved in the planning of school academic activities and financial matters; rehabilitation of school physical facilities such as classrooms. In such planning, school committees set priorities on academic matters including planning for extracurricular activities such as debates, class days, speech days and remedial classes'

(Head teacher from school B).

Information provided on the quotations indicates that in school meetings parents' were discussing with teachers on children's academic matters including school attendance and school dropout [frequently parent's follow-ups of their children school performance and attendance]. In this way, the parents' make close follow ups on children school exercise books every day after school hours as children reach home.

Some respondents (24.7%) said that other activities through which parents are involved in supporting their children performance in academics was through providing direct support to pupils in forms of learning materials such as reader books, dictionaries. The respondents

maintained that there was direct support in terms of learning materials or resources such as text books, attending remedial classes, providing school fees, uniforms and transportation costs. It was learned that successful learning demanded resources which partly was the responsibility of both the school and the parents'. They said that before the government abolished the school fees and other financial contributions from the parents of primary schools.

Education, it was the responsibility of the parents to pay them. However, some costs such as costs for school uniforms were still the expenditure to be borne by the parents' or households as one of the respondents said;

*Responsible parents provide learning resources for the academic support of their children. Effective learning demands that some necessary learning resources such as writing materials, textbooks and school uniforms are available. In cases where some resources such as textbooks are not adequately available, it was my responsibility as a parent to avail such resources to the child to facilitate meaningful learning
(PTA Chairperson from school D).*

It is true from the quotation above that for effective learning in schools; pupils need support for the learning resources. The findings revealed that the willingness and capability of the parents to support their children depended on many factors including their levels of professionalism, economic status and their educational levels. The study noted that educated parents with at least a minimum of secondary education were much more supportive to their children than those without it. The entrepreneurial parents' or business people were also well supportive to the educational resources for their children because they had high level of awareness on the importance of education for their children. Moreover, it was noted that some parents' had considerable adequate levels of formal education, secondary school education.

In addition, the study findings revealed that provision of food supply while at school was another activity through which parents were involved to support their children. Nearly half of the respondents 21(17.9%) mentioned that parents were involved in the provision of food supply while at school. The provision was directly or indirectly helpful in motivating the children to stay at school and maintain record on school attendance and keep the students academically active and alive. In explaining the importance of food supply through

contribution of various food items such as maize flour, sugar and finance, one of the parents' had this to say;

Our school leadership used to mobilize various food items to support our children from the parents' and other stakeholders. Some pupils leave their homes early in the morning for school with empty stomach. The provision of food at school helps to satisfy them and keep them academically active through sharing and interacting with each other .in so doing language development, correcting each other's challenging activities making them to improve performance in class which could not be possible if they run back to their homes for lunch because they are isolated.

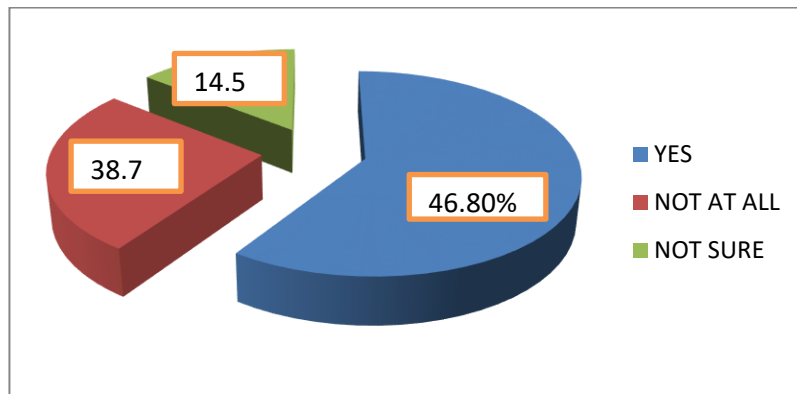
(PTA Chairperson from school A).

The quotation above indicates that formerly before the government could establish free primary education policy; it was common practice that parents' contributed certain amount of finance and food items to support their children academically. According to the respondents, the provision of food supported their children because they concentrated on studies through sharing academic ideas within the school premises and maintained school attendances.

A small number of the respondents (13.6%) mentioned that some parents' supported their school children when doing their homework assignments. It was therefore found that some teachers had tendency of providing their pupils with homework assignment.

They said that the purpose was that pupils could spend extra home time doing their homework assignment and submit them to their teachers early in the mornings of the following day. Work was determined by a teacher that is why some teachers did not bother to provide homework assignments to their pupils.

Figure 4.2: Parents' Support on Pupils' Homework Assignments At Home



Source: Primary data 2024

The researcher wanted to know whether the pupils received any parents' support or any other family members' academic support when doing your homework assignments at home. The responses showed that nearly half of the respondents (46.8%) received no academic support from either their parents' or any family members when doing their homework assignments. When they were asked why their parents' did not support them in doing their homework assignment, one of the respondents had this to say;

I am the first born in my family and my parents' are always very busy with their daily routines. They usually came very late at home, the time when I would be asleep or very tired. I rarely received academic support from them. Instead my parents' would assign me with private teacher to give me remedial classes. I would rather go to consult my private teacher for help, when I needed it

(Pupil from school C).

The other respondent said that they could not receive support from their parents' because their parents' were both illiterate and busy with their bread earning routines as she claimed;

My parents' are not educated enough to provide academic support to me through my homework assignments. While my mother was completely illiterate, my father did not even complete primary education. They have little support for me when it came to doing my homework assignments. I cannot blame my parents' because I know they are unable to support me in that way. My elder siblings do not seem to have interest in my education let alone support me in my homework assignment

(Pupil from school B).

The quotations above suggest that there were some predicaments when it came to supporting

children academically in their homework assignments. Some predicaments were related with the lack of academic capability among the parents' while other predicaments were related to the nature of work or professions their parents' engaged in. The parents who were self-employed were too busy to support their children in academic matters, although some of them had good academic qualifications or professions.

Some respondents said that their parents or siblings provided some forms of academic support when doing their homework assignments. When they mentioned the support they received from them, one respondent commented that;

One of my parents is a teacher who seems to be interested in my education. She would either help me to do my assignment through discussions correcting my grammatical errors in spoken English, also she encourages me to communicate in English to perfect my spoken language or provide me with additional assignments in English if teachers provided no assignments to me. She is always ready to discuss with me on several academic issues, which are very helpful and supportive in my academic life.

(Pupil from school A).

The other pupil had similar argument to the previous one, when he commented that;

Although my parents are professionals in health sector (medical doctors) they could not allow me to go to sleep without inspecting my school exercise books on daily basis. They would make sure that all homework assignment is correctly done during the weekends before they are submitted to teachers on Mondays. My elder sister is studying (pursuing an education degree in one of the universities. She usually supports me to do my homework assignments.

(Pupil from school B).

Moreover, the quotations above suggest that professions of the parents played an important part when parents or siblings supported pupils academically in their homework assignments. The study revealed that parents and family members provided various academic supports including direct involvement in discussing academic matters or issues correcting errors of speech, providing financial support for remedial teaching for their children, providing educational resources such as school uniforms, textbooks, shoes, writing materials and supplying food items. Some parents' and siblings went further to checking and inspecting their children exercise books or assignments. This could help the parents to satisfy that their

children attend schools and do their academic work properly.

A small group of the respondents (30.4%) mentioned that the parents' visits or tours to school with a purpose to discussing with teachers on academic matters concern their children. It was found that parents' discussing with teachers on children's performance including school attendance and school dropout (frequently parent's follow-ups of their children on school performance and attendance). This helped the parents/guardians to make close follow ups on children school exercise books every day after school hours.

4.3.1 Discussion of the Findings

These research findings concur with what Desforges and Abouchaar (2003) suggested. They indicated that there were varied forms of parents' involvement such as good parenting in the home, including the provision of a secure and stable environment, intellectual stimulation, parent-child discussion, good models of constructive social and educational values and high aspirations relating to personal fulfillment and good citizenship; contact with schools to share information; participation in school events; participation in the work of the school; and participation in school governance. However, the effectiveness of each forms of parents' involvement differed significantly.

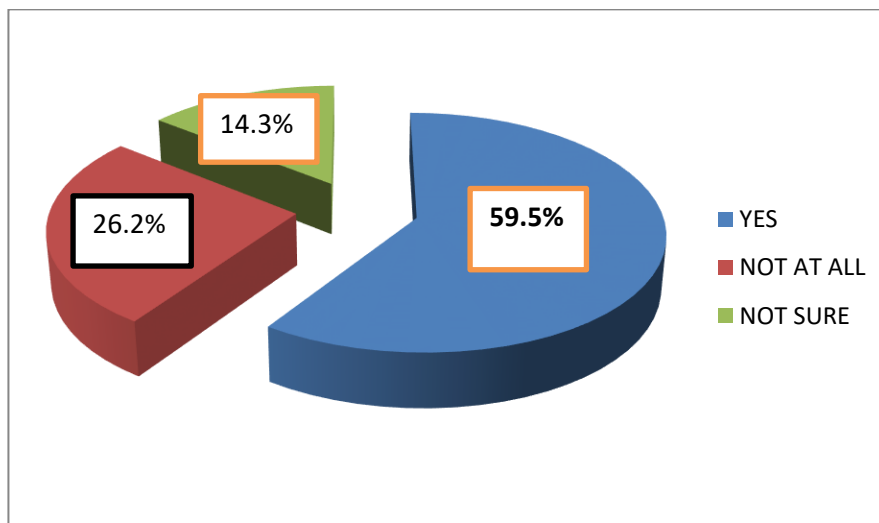
For instance, a study conducted by Harris and Goodall (2007) on engaging parents in raising achievement indicated that parents lack of skills was one of the commonly cited barrier from within the data. It was also the case that for some parents, language was a real barrier. This barrier was most clearly stressed by parents' - they felt they often did not have the right language to use in discussions with teachers. In addition, parents' lack of interest made their attitude and interests a barrier. some people even if they do get like praise letters or bad letters the parents don't really care and I think that's when you start going downhill a bit - if parents don't really care if you get good grades then you start to lose interest. It frequently became apparent that the lack of interest was often lack of interest in the school, or in coming into school; it is unclear whether or not this translates into lack of interest in the learning of the student.

4.4 The Contribution of Parents in improving pupils' academic achievement

The objective two examined the contribution of parents in pupils' academic achievement in primary schools. The data was collected to assess whether parents' involvement contributed anything in the performance of the primary school pupils. Two questions were asked to tape information for these questions namely; did the pupils' performance differ between those

receiving parents' support from those with less support? Secondly, how does parents' involvement contribute to promoting better academic achievement? The questions were administered to primary school teachers, head teachers and the parents. The responses were collected and summarized as shown in Figure 4.4 and Table 4.6 below.

Figure 4.3: Do the Pupils academic achievement Differ between those Receiving parents' Supports from Those without Support?



Source: Primary data, 2024

When the respondents were asked to comment on whether there was any difference in performance between pupils who received parents' Support from those who did not receive it. The responses revealed that more than half of the respondents (59.5%) said that the difference was obvious compared to those (26.2%) who said that the difference was not obvious. A small number of respondents (14.3%) were not sure whether parents' support could make any difference in pupils' academic achievement. The differences in arguments and conceptions among the respondents were caused by many factors or reasons. To support their views, researcher collected data from official documents (school records) to examine the extent to which the pupils performed their final (Terminal) examinations from the surveyed schools.

On whether parents' involvement contributed in promoting pupils' academic achievement, different views were provided. The respondents in this group mentioned several factors and effects or contributions as summarized on Table 4.3

Table 4.3: What is the contribution of parents' involvement in promoting pupils' academic achievement?

Category of responses	No. of Respondents	%
Direct academic support on pupils increases pupils' academic achievement (pass rates) especially in their Final Primary Leaving Examinations.	40	43.0%
Promotes pupils school attendance and finally increases achievement of skills and knowledge	22	23.6%
Increases parents' follow-ups of their children's performance and discussion with teachers on pupils disciplinary issues and learning resources availability etc.	31	33.3%

Source: Primary data, 2024

The data displayed on Table 4.3 indicated that the majority of the respondents had a view that parents' involvement in academic matters of their children contributed and promoted their academic achievement. The pupils' academic achievements were in the form of pupils pass rates at Primary Leaving Examinations results. These statistics suggest that direct academic support had positive results on pupils' academic achievement. The researcher asked the participants to indicate the types of direct academic support that the parents' provided to their children and how they benefited from the support. The majority of pupils who received direct support in the form of academic assistance on their homework assignment, showed better performance than those who received other assistance the form of provision of other learning resources such as textbooks and uniforms as one of the pupils remarked;

The academic assistance that I always received from my parents and my elder siblings has positive consequences on my academic achievement. My parents usually assisted me in attempting my homework assignments every weekend. My scores on both assignments and terminal examinations have been on increase. I thank my parents for such academic assistance
(Pupil from school B).

The quotation above connotes that the pupils who received academic assistance benefited much more than not. In addition, not all assistance was valuable in the same manner. It is therefore important to choose the useful support to our children if we want them to achieve academically higher in schools.

Some participants (33.3%) said that parents' involvement has increased parents' follow-ups about their children school achievement and got opportunity for discussing with teachers about matters concerning the pupils' school matters, particularly pupils' disciplinary issues and learning resources availability etc. The study revealed that discussion between teachers and parents on matters concerning pupils' disciplines were important and provided opportunity for parents to examine when learning resources were needed. This suggested that in some cases, some pupils did not report to their parents when their learning resources became exhausted. For such reason quiet, lazy pupils would take it an advantage and they became idle in the class. The findings indicated that most of such pupils could not excel in their academic work.

Finally, a small percentage of the participants (23.6%) suggested that involvement of parents in their children school matters promoted pupils school attendance and finally increased achievement of their skills and knowledge. It was mentioned that poor school attendance affected the pupils' academic achievement especially in the acquisition of language skills and knowledge. This indicated that students' poor attendance in schools, had minimum chance to learn and acquire the required knowledge and language skills that was supposed to be covered and achieved. To support this one of the teachers remarked;

The school curriculum is arranged in a manner that at the end of the school cycles the intended language skills and knowledge could be covered. I do hope that poor school attendances can negatively affect pupils' achievement of such language skills and knowledge. Such pupils may not cover some topics and skills-based activities such as debates, drama aimed at developing language if their attendance was not consistent and missing such skills and activities

(Teacher from school C).

The quotation above indicates that parents' involvement in school matters was unconditionally very important for the academic well fare of the pupils. Therefore, parents' involvement in school matters was unconditionally very important for the academic well fare and improvement of their children's academic achievement. Their responsibility was to ensure that educational resources such as the textbooks, school uniforms and other writing materials were available.

4.4.1 Discussion on the Findings

The study findings support what Epstein (in Richardson, 2009) argued that parents' contribution was the most powerful influence in a child's education. It can have various effects on students, both academically and behaviorally. Initially, research on family involvement generally did not aim at differentiating between the effects of specific types of involvement on definite student outcomes. Other recently, researchers started studying how different types of parents' contribution connect to specific student outcomes. For example, Henderson and Mapp (2002) reported that student perception of their parents' contribution and expectations are also highly effective and influential in their education. Moreover, students who feel their parents' support for their education and have good communication and expressional skills are more likely to continue their studies past high school.

At home, parents' can demonstrate their involvement in different ways; such as by reading for their child, correcting their spoken errors in English language, assisting with homework and having regular discussions about school or school work with their child. In addition, studies among school pupils demonstrated that those pupils whose parents' have high educational expectations for their children, discuss with them school academic programs, future plans and monitor their homework, have a tendency to earn a higher grade and to score higher in reading achievement tests (Sanders & Sheldon, 2009). Such findings were also confirmed by Sheldon (2009) that parents' support and interest for reading continues to be an important factor in young people's academic development through the school.

4.5 The Difference in Performance between Pupils who receive parents' Support from Pupils who completely do not receive it

Objective three assessed the difference in performance between primary school pupils who receive parents' support from pupils who completely do not receive it. The study was intended to reveal the difference in performance between primary school pupils who receive parents' support from pupils who completely do not receive it. It was also important to reveal the way parents' involvement in school matters lead to such difference in academic achievement. The responses from the primary school teachers, head teachers and the parents were collected and summarized as shown in Tables 4.4 and 4.5 below.

Table 4.4: Is there any difference in performance between pupils who receive parents' support and those who do not receive the support.

Category	Responses					
	Yes	%	No	%	Not Sure	%
Parents'	07		05		02	
Primary school teachers	17		06		03	
Head teachers	03		-		01	
Total	27	61.3	11	25.0	06	13.6

Source: Primary data, 2024

The researcher investigated how parents' involvement in school activities influenced students' performance and hence their difference, although their performance was not statistically measured. One of the explanations was that some parents' provided direct and indirect academic assistance to their children both at home and at schools. This included providing academic assistance at home in form of assisting homework assignments given to pupils. The second explanation was that the parents' provided learning resources such as textbooks, school uniforms, writing materials etc). The third explanation was that some parents' ensured close pupils follow ups through frequent visits on matters related to their school performance in English and other subjects. Other areas of follow up included attendance, performances, doing assignments and behavioral performance etc. In those visits, the parents' and teachers conducted discussions on pupils' academic well fare. Finally, some parents' provided support in the form of financial contributions for buying textbooks and other materials for learning.

The researcher asked the participants about what should be done to improve parents' involvement in school matters leading to better performance of their pupils. In response to such question, many participants pointed out the following as suggestions to improve parents' involvement in educational matters of their children;

First and foremost, it was indicated that frequent meetings would be conducted to facilitate useful discussions between the teachers and the parents on matters related to children academic welfare. The parents and teachers need to establish common understanding about the children academic welfare. Discussions would also help to find appropriate way to strengthen teacher-parents' relations and common ground on addressing such challenges. In

these discussions the parents and teachers should exchange information on children behaviors especially at home.

Secondly, regulatory measures including laws and procedures could be established and maintained against parents who neglect the academic well fare of their own children. This includes such behaviors as drop out, absenteeism, misbehaviors such as abusive language, theft etc.

Thirdly, there is a need to raise parents' awareness about their role and responsibilities towards supporting their academic growth and welfare. For example, the parents should check out their children exercise books every day after school hours; check out the time they depart home or school. Minimal domestic chores should be assigned to children so that they have time enough for personal learning.

Fourthly, the parents need to provide adequate time for doing their homework assignment, engaging in their personal or private learning and providing academic support wherever necessary. Thus, home environment should be made conducive for learning including the provision of necessary resources such as textbooks for their children.

4.5.1 Discussion on the Findings

Various studies indicated support of my study findings by suggesting that parents' involvement directly affects their children's English achievement (Sanders & Sheldon, 2009; Yan & Lin, 2005). Students whose parents are involved in their education are more likely to perform better in English and achieve more than other students. Thus, parents' involvement contributes significantly to better academic achievement at Primary Leaving Examinations. In addition, these students are more likely to continue further in English (Sheldon, 2009; Sirvani, 2007). According to Yan and Lin (2005) the higher the expectations of parents on their children's learning achievements, the more the children achieve. In addition, there appears to be a large body of evidence that suggests that home environment not only affects students' achievement, but also their abilities and attitudes towards English, thus partnership and cooperation between homes and schools are important.

Some studies provide contradictory results to my study findings. A study by Sanders and Sheldon (2009) provided evidence that parents' involvement does affect children's science achievement, and particularly those children that are at risk in the subject. It was found that pupils whose parents make time to talk with them about science, who have confidence in their children's ability in science, and who have higher expectations, are inclined to be more

interested in the subject. Thus, by engaging in science activities at home and by taking their children to visit museums and libraries they help their children to develop a positive attitude towards the subject.

In accordance with statistics by the Department of Education (2004) homework was an important factor in their children's education. According to statistics by the Department of Education (2004) in the United States, 90% of parents make sure their children have a place to do their homework. In addition, 85% of them inspect whether their children have finished their homework or not. The findings also concur with Van Voorhis (2003), that parents generally agree on the importance of homework. It was important therefore to monitor children's homework, for students' improvement in their academic achievement.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter presents the summary of the study, conclusions and recommendations based on the study findings. The purpose of the study was to find out how parental involvement is associated with pupils' academic achievement in Ngora district selected primary schools. The specific objectives of the study were reformulated into the following research questions;

- i) What are the school's activities through which parents' are involved in supporting pupils' academic achievement in Primary Leaving Examinations?
- ii) What is the contribution of parents' involvement in pupils' academic achievement?
- iii) Is there any difference in performance between pupils who receive parents' support from pupils who completely do not receive it?

5.1 Summary of the Study Findings

i) Research objective one examined the school's activities through which parents' are involved in supporting pupils' academic achievement. The responses were collected through interviews and questionnaires administered to the teachers, parents' representatives and head teachers. The majority of the participants (63.0%) agreed that parents' and guardians were practically involved in various programs meant to support children in their academic achievements. The study revealed that there were several schools' activities in which parents' were involved in supporting children in their academic achievement.

The activities were the parents' participation in school meetings, providing direct support to pupils in forms of finance and materials like text books; provision of food while at school; supporting pupils' homework assignments; and finally through the parents' visits to school to discuss with teachers on children academic challenges in the different subjects. However, the parents' participation in school annual general meetings was mentioned by the most parents on matters related to pupils' academic achievement.

ii) Research objective two examined the contribution of parents' involvement in pupils' academic achievement at Primary Leaving Examinations. The data was collected to assess whether parents' involvement contributed anything in the academic achievement of the pupils. The questions were administered to primary school teachers, head teachers and the parents. The findings indicated that majority of participants agreed that pupils' academic achievement differ between those receiving parents' supports from those without family

support. The study on how parents' involvement contributed in promoting primary school children academic achievement. On the contribution of parents' involvement in promoting pupils academic achievement, the following were the responses; direct academic support on pupils increases pupils' academic achievement (pass rates) especially in their (Terminal and Final) examinations; promotes pupils school attendance and finally increases achievement of language skills and knowledge; finally increases parents' follow-ups of their children's school achievement and discussion with teachers on issues related students school matters, particularly students disciplinary issues and learning resources availability. The majority of the participants found that parents' involvement in academic matters of their children contributed and promoted their academic achievement. They referred the pupils' academic achievement they contributed were in the forms of pupils pass rates in terminal and final examinations results. The majority of the parents' said that they had never bought textbooks for their children's personal private study. However, the role of parents' in supplying educational resources for their children open up the cage of restricting children from private study while at home because some schools do not allow pupils to borrow such resources.

On the other hand, majority of the parents' said that they never visited schools to discuss with the teachers on academic matters concerning their children academic achievements. There were no parents' who visited schools more than once a week for the well fare of the participants. There were different levels of parents' awareness on the importance of education. That means some parents' did not know the importance of parents' involvement in school matters thus, neglected to pay visits to schools. In addition, some parents' misunderstood or shifted their roles and responsibilities to teachers who were also too occupied with school activities.

iii) Research objective three assessed the difference in performance between pupils who receive parents' support and pupils who completely did not receive it. Majority of the participants agreed that there were obvious differences in performance between pupils who receive parents' support and pupils who completely did not receive it.

The researcher wanted to know how parents' involvement in educational processes leads to difference in performance between pupils who receive parents' support from pupils who completely did not receive it. Several explanations for the difference in pupils' performance were given. These included the reason that some parents provided academic assistance at home in the form of assisting homework assignments given to pupils. Secondly, the parents provided learning resources such as textbooks, school uniforms, writing materials etc.

Thirdly, some parents ensured close pupil follow ups through frequent visits on matters related to their school achievement such as attendance, expressions in English language, performances, doing assignments, behavioral performance etc. Finally, in those visits, the parents and teachers conducted discussions on pupils' performance in the Primary Leaving Examinations.

5.2 Conclusions

First of all, although schools used several activities through which parents' were involved in supporting pupils' academic achievements, the parents' involvement in school meetings predominantly yielded positive influence the parents' participation in school annual general meetings was mentioned by the most respondents on matters related to school's academic achievement. However, the parents' involvement in academic matters of their children contributed and promoted to their academic achievement. In addition, the frequent parents' visits to school have contributed to the teachers on academic matters concerning their children academic well fare than other mechanisms used.

Secondly, the pupils' academic achievement differed between those who received parents' supports from those who did not receive academic assistance. Parents' did not have a tendency to buy textbooks for their children to facilitate their personal private study. The parents' in supplying educational resources for their children open up the cage of restricting children from private study while at home because some schools do not allow pupils to borrow such resources for their private usage.

Thirdly, the difference in performance between pupils who received parents' support and pupils who completely did not receive it was clear. The pupils' academic achievements were higher in those schools whose pupils receive academic assistance from the parents' than schools without such support.

5.3 Theoretical and Practical Implications of the Study

Theoretically, the findings of this study are considered significant because it can help in providing empirical information in identifying and explaining the various family background variables and the influence of the variables on pupils' academic achievement. Similarly finding informs the existing school situation especially in school administration. This will help in better understanding of the phenomenon. Moreover, it is expected that the findings

will help to explain the functionality of the home backgrounds and their contributions to pupils learning. Family members should promote and make home conducive learning environments for their children.

Practically, the finding suggests that parents' and family members and teachers to work together and provide the pupils with appropriate guidance especially while at home. The finding suggests that the teachers should realize the necessity of individualizing their teaching by structuring their teaching methods and instructional resources to take care of the divergent parents' backgrounds of the students. Therefore, teachers and family members should cooperate to academically support the children.

In addition, the study suggests that parents' and guardians should make good use of home background environmental factors that can be helpful in improving pupils' learning. Some attitudes and academic achievements of pupils were influenced by home background factors. They should spare time to support pupils while at home. This will act as a check on increasing low academic achievement among pupils, occasioned by the fact that some parents', teachers and counselors do not have adequate knowledge/input required of them. The school administrators should formulate workable school policies and practices that would regulate and provide educational opportunities for all children irrespective of their family background in the distribution of equipment, facilities and amenities to schools.

5.4 Recommendations

In the light of the study findings, conclusion and the limitations of the study, the following recommendations were made for administrative action and for further research.

5.4.1 Recommendations for Administrative Action

Basing on the findings from the study;

- (i) It was recommended that useful activities, through which parents can be involved in supporting children's academic achievement, should be adopted. For example, the parents should make frequent visits to school in order to discuss with teachers on matters concerning children academic achievements. In addition, the parents' should participate in school meetings which are closely concerned with children's academic achievement.
- (ii) It was recommended that the parents should take up their responsibility to buy resources such as textbooks for their children to facilitate their personal private study. The provision of educational resources for their children open up the cage

of restricting children from private study while at home because some schools do not allow pupils to borrow such resources for their private usage.

- (iii) It was recommended that parents' assistance to their children was the only step we can take to reduce the difference in performance between pupils who received parents' support from pupils who completely did not receive it.

5.5 Recommendations for Further Research

Taking into account the limitations of this study, further research studies are recommended in the following areas.

- (i) The current study investigated how parents' involvement is associated with pupils' academic achievement in selected primary schools in Ngora District. It is recommended to conduct a study that would cover both private and public schools in order to provide a broader understanding of the problem. It is advisable to include a wider geographical area in which two or more regions could be mapped.
- (ii) Although the current study was mixed in nature, it largely contained qualitative methodology with little or no testing of hypotheses. It is therefore recommended to conduct a quantitative study in order to test how parental involvement is associated with pupils' academic achievement in selected primary schools in Ngora District. Testing of hypotheses through quantitative approach could help to facilitate generalization of the findings over larger geographical areas.

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APPENDIX 1

INTERVIEW SCHEDULES FOR HEADTEACHERS OF PRIMARY SCHOOLS

I, **AJILONG BETTY**, a student of Bachelors of Education Primary at Busitema University is conducting Research project titled “Effects of Parents’ Involvement on the Learners’ Academic Achievement in Upper Primary Classes of Mukura Sub County, Ngora District, Uganda,” as part of the bachelor’s course accomplishment. I would like to assure you that your responses will be handled confidentially and for academic purposes only.

Do not write your name.

- i. What are the School Management activities that the parents are involved in to ensure they have full support of their children`s performance in English?
- ii. What are the school curricular activities that the parents are involved in to ensure they have full support of their children`s academic welfare?
- iii. How does the parents’ involvement contribute to the improvement of their children`s academic performance?
- iv. Is there any difference in performance between pupils from families whose parents are actively involved and families that are not completely involved?
- v. What are the effects of parents not involving actively in their children’s school academic activities?
- vi. In your opinion why some parents are not actively involved in their children’s academic activities?
- vii. What is your comment on primary school pupils’ performance in relation to parents’ involvement for the last five years?
- viii. In your opinion what can be done to improve parents’ involvement in their children’s academic performance?

APPENDIX 2
INTERVIEW SCHEDULE FOR THE PARENTS

I, AJILONG BETTY, a student of Bachelors of Education Primary at Busitema University is conducting Research project titled “Effects of Parents’ Involvement on the Learners’ Academic Achievement in Upper Primary Classes of Mukura Sub County, Ngora District, Uganda,” as part of the bachelor’s course accomplishment. I would like to assure you that your responses will be handled confidentially and for academic purposes only. I would like to assure you that your responses will be handled confidentially and for academic purposes only.

Do not write your name

- i. What are the School Management activities that you as a parent can get involved in?
- ii. How does the parents’ involvement in School Management activities influence their children`s academic performance?
- iii. What are the school curricular activities that the parents are involved in both at school and at home?
- iv. How does parents’ involvement in the school curricular activities influence their children`s academic performance?
- v. In your opinions, is there any difference in performance between pupils from families whose parents are actively involved and families completely not involved?
- vi. In your opinion why are some parents not actively involved in their children’s academic performance?
- vii. What can be done to improve parents’ involvement in their children’s academic performance?

APPENDIX 3

QUESTIONNAIRE SCHEDULE FOR PRIMARY SEVEN SCHOOL TEACHERS

I, **AJILONG BETTY**, a student of Bachelors of Education Primary at Busitema University is conducting Research project titled “Effects of Parents’ Involvement on the Learners’ Academic Achievement in Upper Primary Classes of Mukura Sub County, Ngora District, Uganda,” as part of the bachelor’s course accomplishment. I would like to assure you that your responses will be handled confidentially and for academic purposes only.

Do not write your name put a tick where you find convenience to support your opinion on the matter or question

Category of responses			
Sentence	Strongly Agree	Strongly Disagree	Not sure
Teachers and parents establish close relations in support of children`s academic welfare			
Parents provide their children with academic support while at home and at school			
The parents involve themselves actively in availing educational materials to their children			
Children from families where they receive family academic support perform better than those from families that do not			
The parents make regular inspections of their children academic exercise books shortly after school hours			
The parents make regular follow ups on account of their children school attendance			
The parents make regular visits to school to meet and discuss with teachers on account of their children academic welfare			

APPENDIX 4

QUESTIONNAIRE SCHEDULE FOR PRIMARY SEVEN SCHOOL PUPILS

I, **AJILONG BETTY**, a student of Bachelors of Education Primary at Busitema University is conducting Research project titled “Effects of Parents’ Involvement on the Learners’ Academic Achievement in Upper Primary Classes of Mukura Sub County, Ngora District, Uganda,” as part of the bachelor’s course accomplishment. I would like to assure you that your responses will be handled confidentially and for academic purposes only.

Do not write your name

Put a tick where you find convenience to support your opinion on the matter or question

Category of responses			
Sentence	Strongly Agree	Strongly Disagree	Not sure
Teachers and parents work closely in support of children academic welfare in English			
Parents provide their children with academic support relating to English both at home and in school.			
The parents involve themselves actively in availing educational materials to their children			
Your parents make regular inspections of your English academic exercise books shortly after school hours			
Your parent makes regular follow ups on account of your school attendance			
Your parents regularly correct your mistakes during communication in English.			

2. Do your parents or other members of family provide support to you by correcting mistakes during your academic work in English while at home?

Yes	No	Not sure

APPENDIX 5
INTRODUCTORY LETTER FROM THE UNIVERSITY

APPENDIX 6

A MAP OF TESO REGION SHOWING THE LOCATION OF NGORA DISTRICT



APPENDIX 7
A MAP OF NGORA DISTRICT SHOWING THE LOCATION OF MUKURA
SUBCOUNTY



APPENDIX 8
A SKETCH MAP OF MUKURA SUB COUNTY SHOWING THE LOCATION OF
THE SAMPLED SCHOOLS

APPENDIX 9

BUDGET ESTIMATES FOR THE RESEARCH PROJECT

STAGE	ITEM	DETAIL	UNIT COST	TOTAL
RESEARCH PROPSAL WRITING	Transport	5 trips	Shs. 70,000/=	Shs. 350,000/=
	Stationary	2 reams	Shs. 20,000/=	Shs. 40,000/=
	Refreshments	15 meals	Shs. 6,000/=	Shs. 90,000/=
	Accommodation	10 days	Shs. 20,000/=	Shs. 200,000/=
	Airtime		Shs. 50,000/=	Shs. 60,000/=
	Secretarial Services		Shs.140,000/=	Shs. 140,000/=
	SUB TOTAL			Shs. 880,000/=
RESEARCH REPORT WRITING	Transport	5 trips	Shs. 50,000/=	Shs. 250,000/=
	Stationary /=	2 reams	Shs. 20,000/=	Shs. 40,000/=
	Refreshments	15 meals	Shs. 7,000/=	Shs. 105,000/=
	Accommodation	10 days	Shs. 20,000/=	Shs. 200,000/=
	Airtime		Shs. 50,000/=	Shs. 50,000/=
	Secretarial Services		Shs. 200,000/=	Shs. 200,000/=
	SUB TOTAL			Shs. 845,000/=
GRAND TOTAL			Shs. 1.725,000/=	

APPENDIX 10

TIME SCHEDULE FOR THE RESEARCH PROJECT

ACTIVITY	PERIOD
Proposal writing	January – March, 2024
Approval of research proposal	April, 2024
Data collection	May – June, 2024
Data analysis	June, 2024
Report writing	July – August, 2024
Submitting the report	September, 2024