

**EFEECT OF PARENTS' INVOLVEMENT ON ACADEMIC PERFORMANCE
OF PRIMARY SCHOOL PUPILS IN NAGONGERA SUB COUNTY, TORORO
DISTRICT**

BY

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**A RESEARCH DISSERTATION SUBMITTED TO THE DEPARTMENT OF
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APPROVAL

This research was supervised under the careful guidance of the undersigned academic supervisor and has hence forth to be approved for submission

SUPERVISOR:

Signature:.....

Date:12/02/2024.....

DECLARATION

I Nyafwono Trudy being of sound body and mind hereby declare that the publications in this dissertation are my original works:produced in partial fulfillment of the requirement for the award of Bachelors degree of Education, Primary of Busitema University.

Nyafwono

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ABSTRACT

The study was carried out on the Impact of parental involvement on the academic performance of pupils in Nagongera Sub County, Tororo District. This study was designed to analyze majorly how parental involvement impacts on the academic performance of pupils in Nagongera Sub County. The study was guided by three specific objectives that is, To examine the different forms of parental involvement in the academic performance of pupils. To establish the relationship between parents' involvement and pupils' academic performance and To establish ways of improving parental involvement in the academic performance of pupils from which literature review was gotten. A total of 65 participants were selected for the study. Participants consisted of 30 parents of primary level pupils in Nagongera Sub Country, 30 primary schools pupils, and 5 head teachers gotten using Yemen's formula $n = N/(1+N(e^2))$ where N = total population of the area, e = the error value which is a constant (0.05). A substitution of the above formula gave a sample size of 65 people. Data was collected via questionnaires answered by parents and pupils and interviews were used for the head teachers. It was noted that parents are lacking adequate knowledge on the issue of parental involvement and academic performance of their children, that is to say on average they score least (4.44% on the relationship between parental involvement and academic performance of pupils and 36.67% on the ways of improving parental involvement compared to pupils and head teachers in the same fields of knowledge. Recommendations such as sensitisation of parents, parents' engagement maintain respectful and productive relationships with families among others were put up.

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CHAPTER ONE:

1.0 INTRODUCTION

1.1. Background

On an international scale, parental involvement in school has long been heralded as an important and positive variable on children's academic and socioemotional development. Empirical findings have demonstrated a positive association between parental involvement in education and academic achievement (Pérez Sánchez et al., 2013; Tárraga et al., 2017), improving children's self-esteem and their academic performance (Garbacz et al., 2017) as well as school retention and attendance (Ross, 2016). Family involvement has also been found to be associated with positive school attachment on the part of children (Alcalay et al., 2005) as well as positive school climates (Cowan et al., 2012). Research has also evidenced that programs focused on increasing parental involvement in education have positive impacts on children, families, and school communities (Jeynes, 2012; Catalano and Catalano, 2014).

In Africa, Education is considered a fundamental human right and is regarded as a key factor in developing human capital (Lumadi, 2019). One component affecting quality education and academic achievement is parental involvement (Desforges & Abouchaar, 2003; El Nokali, Bachman & Votruba-Drzal, 2010). Parental interest and involvement in children's education are vital for academic achievement (Dahie, Mohamed & Mohamed, 2018; El Nokali et al., 2010; Lumadi, 2019). Research has established that parental-school involvement benefits children from all walks of life in their pursuit of academic achievement (Uludag, 2008). For example, Wang and Sheikh-Khali (2014) note the role that parents can play in supporting children with home-based learning activities such as homework supervision. Other studies (e.g., Wei & Ni, 2023) highlight the role that parents can play through involvement in school governance, which has the potential to contribute to improved children's learning outcomes and school efficiency. Additionally, research has shown that complex factors influence attainment. These comprise "students' personal factors, their interactions with others such as parents, teachers, and administrators, and the larger systems that surround the students such as school, districts, neighborhoods, local economy, political policy, and multicultural relations" (Bertolini, Stremmel & Thorngren, 2012:2). However, for parents to become involved, an invitation is considered a key motivating factor.

In Uganda, Uganda's education context, for parents to bear fruitful involvement in child education, children must academically perform (Nsubuga, 2008). Academic performance that is centered on the examination is the most significant measure of an enabling child education philosophy as stipulated by the Castle Report of 1963 which secularized formal

education in Uganda. Therefore, this study examines parental involvement in child education and its influence on children's academic performance. The study is situated in five primary Schools in Nagongera Sub County, Tororo District. The problem examined in this study is that despite the global importance of parental involvement in child education (Easton, 2010), however a substantial number of Ugandan parents are rarely involved in their children's academic performance. For example, a Twaweza study (2014) indicates that 43% of parents never check their children's homework and 28% check homework only once a week. Again, only 12% of the parents endeavor to check homework daily while 29% reported checking homework a few times per month. On a whole, only 48% of the parents took the initiative to check their children's learning at school (Twaweza, 2014). Having indicated low parent involvement in child education, therefore the research gap is first to establish the extent to which parent involvement in child education would significantly influence academic performance in primary schools in Uganda with specific reference to Nagongera sub county, Tororo district

1.2 Statement of the Problem

Parents' involvement has always been critical to the performance of pupils' in any given institution of learning (Barnard, 2004; Fan & Chen, 2001; Feuerstein, 2000; Jeynes, 2003; McWayne, Hampton, Fantuzzo, Cohen, & Sekino, 2004). Some are not forthcoming when it comes to discussing school issues and never attend PTA meetings. Further, most parents do not read or even inquire to know the information on their children's reports and in the letter to parents that is sent to them at the end of every term. They seem to have neglected their role as parents. However, the Government has provided text books and posted qualified staff, school's management endeavored to motivate staff and teachers organized remedial classes. Further, external donors have supplemented government's funding by building classrooms and dormitories. However, academic performance has remained low (UNEB, 2008-2011). This study therefore was to investigate the effects of parents' involvement on academic performance of primary school pupils in Nagongera Sub County.

1.3 Objectives

1.3.1 General Objectives

The study sought to explore the effect of parents' involvement on the academic performance of pupils.

1.3.2 Specific Objectives

- i) To examine the different forms of parental involvement in the academic performance of pupils.
- ii) To establish the relationship between parents' involvement and pupils' academic performance.
- iii) To establish ways of improving parental involvement in the academic performance of pupils.

1.4 Research Questions

The study attempted to answer the following research questions:-

- i) What are some of the forms of parental involvement on the academic performance of pupils?
- ii) what is the relationship between parental involvement and academic performance of pupils?
- iii) In what ways can parental involvement on the academic performance of pupils be improved?

1.5 Scope of the study

1.5.1 Geographical scope

The study was conducted in Nagongera Sub County, Tororo District, located in Eastern Uganda.

1.5.2 Time scope

The study was conducted during the period of 2023/2024.

1.5.3 Content scope

The study concentrated on the effect of parents' involvement on the academic performance of pupils within Nagongera Sub County.

1.6 Significance of the study

This study was of great value because;

It was used as a source of reference to the stakeholders in the education sector.

It guided in the process of decision making by parents and policy makers on how to handle and manage pupils.

It provided information useful in justifying the allocation of resources by the stakeholders to improve on the performance of primary pupils.

This study served to motivate parents and families to continue or become more involved in school activities. Parents, students, and educators can use these findings to develop programs and strategies to increase parental involvement in schools.

1.7 Justification of the Study

A number of researcher activities have reviewed about the effects of parent involvement on students' academic performance. These researchers agreed that parent involvement improves learning and therefore academic performance at all education levels. Together with the fact that none of such a study has been done in Nagongera Sub County, Tororo district, the researcher

found it necessary to carry out a study to find out the effect of parents' involvement on academic performance of primary pupils within Nagongera Sub County.

1.8 Limitations and delimitations

1.8.1 Limitations

The researcher met some challenges in the course of the study and these may include;

The researcher met a challenge of limited resources to facilitate the research process.

Similarly, the researcher had a lot of activities ranging from attending lectures as well as running the research. This means there is a likelihood of having limited time for the different activities.

1.8.2 Delimitations

To overcome the challenge of limited resources, the researcher lobbied for financial assistance from family members, relatives and close friends.

As regards the challenges of time, the researcher drew a very comprehensive work plan which helped the research activities run within allocated time.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.0 Introduction

The purpose of this chapter was to study the already written literature on the topic of study basing on the specific objectives.

2.1 Forms of Parental Involvement on the Academic Performance of Pupils.

Henderson and Mapp (2002) studied parental involvement and its effects on the educational process over the years. A leading researcher of parental involvement is Joyce Epstein, the founder and director of the National Network of Partnership Schools at Johns Hopkins University. With numerous studies and work in over 100 publications, Epstein focuses on school, family, and community partnership programmes that will improve policy and practice in an effort to increase student academic achievement and student success. Epstein has identified a framework containing six important factors with regards to parental involvement. This framework is based on findings from many studies of what factors are most effective with regards comes to children's education (Epstein, 2009). Those six factors are parenting, communicating, volunteering, learning at home, decision-making and collaborating with the community.

Wright and Hartle (2007) as cited in Hakymez (2014) showed that after the World War II, various programs were initiated that supported parental involvement such as parental self-development training and learning. The extensive parental involvement was introduced via Head Start in the 1960's and 1970's Head Start program was designed for particularly disadvantaged families and was required to ensure the utmost level of participation by the families. The main philosophy of the Head Start program was that parents were equal partners with education professionals. Both parents and teachers were considered to be experts in handling children, each bringing different types of expertise (Gestwicki, 2015). The parental involvement was based on getting parents together with teachers so as to ensure that children learn effectively for their future development. Parents decided on a level of their involvement. Furthermore, parents were offered education on how to engage in assisting their children. For example, parents began to work with their own children along with the staff, plan activities by themselves, participate as volunteers in classrooms and set standards for the hiring of professional staff.

In Africa, the issue of parental involvement has been taken seriously in some countries though its progress is not as expected. In South Africa, for instance, there is an educational transformation which is associated with parental involvement rather than their exclusion. The new Curriculum and Assessment Policy Statement (CAPS) also stipulates that parents and the community have an important role to play in curriculum management (Singh et al., 2004).

In Kenya, the government has acknowledged the need to improve the learning environment by involving parents. National Council for Law Report (2013) was enacted necessitating the school Boards of Management to evaluate school needs with full participation of parents. Thus, in Kenya, parents have been involved and the government passed an Act which states that there should be full participation of parents in education for future development. However, despite the existence of such law in Kenya, parents still do not understand their role in enhancing academic performance of their children.

Right to Education Initiative (2018) assert that in order to ensure there is improvement on the issue of education, Tanzanian government came up with the policy of providing free basic education in 2015. The provision of free Education is the response to various education and development policies such as the Education and Training Policy of 2014 and the Tanzania Development vision of 2025. According to the policy, basic education shall be free and compulsory with single textbooks for all schools and shall provide quality education which is recognized across the region and the world. In Tanzania, parents spend a significant amount of their income to send their children to school. Although in most of these countries governments were responsible in paying teachers' salaries, schools were dependent on school fees and contributions for construction and carrying out school routines. Therefore, due to the provision of free education, it has become easy for parents to support their children on academic performance than before.

2.2 Relationship between Parents' Involvement and Pupils' Academic Performance.

Bunjevac and Durisic (2017) argued that it is true, educators cannot do it alone and therefore there is a need for parental involvement toward children's academic performance. Parents have a very important role to play in the education of their children because they act as the mediators between students and the school. Parental involvement would consequently elevate not just children's cultural identity but would also facilitate their socialization, improving their attitudes and behavior towards those around them within and outside their communities. Parents are the ones who can shape the behavior of their children and make them to behave according to moral standards of the society. Therefore, the government and policy makers should recognize that parents are the first and important teacher; hence they need to participate actively in their children's academic performance.

Georgiou and Tourva (2007) examined the relationship between parents' perceptions of their children's academic achievement, their beliefs of being involved, and their actual involvement. Participants included 313 Greek Cypriot parents of children attending elementary through high school. The majority of parents were female (66.13%), and the average age was 36.7 years. The sample encompassed 145 parents with children in elementary school (fifth or sixth grade) and 168 parents with children in high school (ninth or tenth grade). The average age of elementary students was 11.2 years and that of high school students was 15.6 years. Parents held at least a university degree, a professional or semi-professional job, and family income ranked above

average compared to local standards. However, focusing on parent involvement as a strategy to increase achievement shifts some of the responsibility for students' success from schools to families (Graue & Benson, 2001).

Mariba (2017) conducted a study on parental role in Tarime District. One of the objectives of the study was to find out the perception of parents towards academic performance of their children in secondary schools. The researcher found out that majority of parents was only concerned about their children attending school. It is also evident that majority of parents were aware of priority in skills development as a key strategy for economic competitiveness and growth. From the study, it was recommended that parents should support their children in various schools matters.

2.3 Improvement of Parental Involvement on Academic Performance of Pupils

Considering the research findings, their own practical experience, as well as discussions with other experts, Bouffard and Weiss (2008) summarize some of the basic principles that the process of involving families can make meaningful and useful. First, the involvement of parents must be part of a broader strategy of complementary support learning and development as a systematic effort supported by joint action of all stakeholders. Furthermore, the involvement of parents should be viewed as a continuous process that has its evolutionary stages through childhood and adolescence, and is especially important in the periods of the transition of children from one to another level of schooling. However, not all parents have equal capacities for fuller participation in all activities and not all schools are interested and able adequately support participation in them. Research shows that the traditional system of parental participation, despite good intentions, usually leaves out the participation of non-dominant parents. In the modern school system, there is no generally accepted model of parental participation. Analysing a number of existing approaches in establishing an adequate model of the relationship between parents and schools, Swap (1993) identifies three models of parental involvement.

Protective Model – the goal of this model is to avoid conflict between teachers and parents by keeping the teaching and parenting functions separate (Swap, 1993). It is referred to as the protective model because its objective is to protect the school from interference by parents. The teacher's responsibility is to educate children, while the parent's responsibility is to make sure children get to school on time with the correct supplies. In this model, parental involvement is seen as unnecessary and as potentially interfering with the education of children.

Transmission Model – is predicated on the view that teachers see themselves as the primary source of expertise on children but who recognize the benefits of using parents as a resource (Swap, 1993). In this model, the teacher remains in control and decides on the intervention, but does accept that parents can play an important role in facilitating children's progress. Teachers using this approach must have additional skills, including techniques to effectively guide parents and interpersonal skills to establish productive working relationships. One drawback of this

approach is the assumption that all par-ents can, and should, take on the role of acting as a resource (Swap, 1993). This model has the potential to overburden parents by placing excessive demands on them to carry out activities in the home.

Curriculum-enrichment Model – the goal of this model is to extend the school curriculum by incorporating parent’s contributions (Swap, 1993). This model is based on the assumption that parents have valuable expertise to contribute and the interaction between parents and teachers will enhance the curriculum and the educational objectives of the school. Parent involvement in this model focuses primarily on curriculum and instruction within schools. The major drawback to this model is that it involves teachers permitting parents to have tremendous input regarded what is taught and how it is taught. In some cases, this may seem threatening to the teacher. Ten years later, Hornby (2011) adds descriptions of three more models:

Expert Model – in this model teachers consider themselves to be the experts regarding all areas of the development and education of children, whereas parent’s views are given little credence (Cunningham & Davis, 1985). Teachers maintain control over all decisions, while the parent’s role is to receive information and instruction about their children. Parent’s views and feelings, the need for a mutual relationship, and the sharing of information are given little, if any, consideration.

Consumer Model – In this model, teachers function as more of a consultant while parents decide what action is to be taken (Cunningham & Davis, 1985). The responsibility of decision-making lies on the shoulders of the parents, but it is the teachers’ responsibility to provide parents with relevant information and the options available. In this model, teachers defer to the parents, who are placed in the expert role. Because parents are in control of the decision-making process, they are more likely to be satisfied with the services they receive, to feel more confident in their parenting, and to be less dependent on professionals.

Partnership Model – is the most appropriate model one in which teachers are considered to be experts on education and parents are viewed as experts on their children (Hornby, 2001).The goal is to establish a partnership in which teachers and parents share expertise and control in order to provide the optimum education for children, each contributing different strengths to the relationship. Mutual respect, long-term commitment to a wide range of activities, and sharing of planning and decision-making responsibilities are the essential components for true partnerships between parents and teachers are to occur. The essence of effective partnerships between parents and school staff was summarized in seven principles by Turnbull and colleagues (2011). A key principle of effective partnership is trust. The teacher is required to have reliable, confidential, open and honest relationships with parents. Furthermore, the relationship must be based on mutual respect which means respect for the

opinions of others and respect for the dignity of others. Parents should be convinced of the competence of persons who are professionally involved in the work with their children. Effective

partnerships require two-way communication that will enable the exchange of knowledge and ideas between all parties involved. No less important is the imperative of protecting children, which is achieved through early identification of problems, their solution, the identification of appropriate strategies and the promotion of knowledge about the protection of children.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter covered how the researcher carried out the study. It gives detailed steps of how the research was done.

3.1 Study Area

Nagongera Sub County is located in Tororo District, Eastern Uganda.

3.2 Research Techniques.

This study adopted a descriptive survey research technique because it allowed gathering of in depth information that may be either qualitative or quantitative in nature. Gill and Johnson (2002) stated that; a descriptive design looks at particular characteristics of a specific population of subjects at a particular point in time or at different times for comparative purposes. The choice of a survey design for this study was deemed appropriate as Mugenda and Mugenda (2003) attest that it enables the researcher to determine the nature of prevailing conditions without manipulating the subjects. Further, the survey method was useful in describing the characteristics of a large population and no other method of observation can provide this general capability.

3.3 Population Study.

A Study population refers to the entire group of people, events or things of interest that the researcher wishes to investigate (Sekaran, 2016). Nagongera Sub County has a total of 3632 pupils, 50 teachers and 40 parents in PTA, totaling to 3722 people (Government schools validation list as of 7/11/2023) from which 30 pupils, 30 parents from PTA and 5 Head teachers were picked to participate in the study using Yamane's formula: $n = N/(1+N(e)^2)$. Where, n = the sample size, N = the population of the study, e = the margin error in the calculation which is always constant at 0.05. In this study, a population of 65 respondents was considered using simple sampling method.

3.4.1 Sampling Design.

The researcher used both probability and Purposive sampling designs. Under probability sampling the researcher sought to use simple random sampling technique to select the sample. This aided in collection of qualitative data whereas, under Purposive sampling, the researcher was able to collect quantitative data. Both sampling designs were to be used because of the need for minimizing bias by giving all the subjects in the population equal chances of being selected and targeting key informants with vital in depth information for the study.

3.4.2 Sampling Procedure.

For simple random sampling, the researcher used a probability of yes or no on pieces of paper, folded them and then pour them in a container, then mixed them thoroughly and then requested members to pick. Respondents, whose names were chosen, were the ones that participated in data collection. While purposive samples was arrived at through identifying members with vital information and schedule appointments for the interview that is to say, the head teachers. The researcher selected purposive participants based on their role in the school, that is to say, the head teachers.

3.4.3 Sample Size.

According to Adwok (2015), a sample size is the selection from the population from which information will be obtained. The total sample size was obtained from substitution of Yamane’s formula $n = N/(1+N(e^2))$ where N = total population of the area, e = the error value which is a constant (0.05). A substitution of the above formula gave a sample size of 65 people. This sample selection comprised of 30 pupils and 5 teachers, who had actively engaged their pupils, and 30 parents

Category	Sample size	Sampling Method
Head teachers	5	Purposive
Pupils	30	Simple Random
Parents	30	Simple Random
Total	65	

Table1: sample size and sampling method

Source: Primary data

3.5 Data Collection

The study considered both primary and secondary data sources.

3.5.1 Data Sources

Primary data; Primary data was obtained from residents of Nagongera Sub County using questionnaires that was given to respondent, and interviews which were conducted for selected respondents purposively and simple randomly. This is because the nature of research required data collection using both questionnaires and interviews.

Secondary data; Secondary data was gathered from the already existing documents and reports which will include, annual reports, journals, and published reports among others.

3.6 Data Collection Instruments

The researcher used self-administered questionnaires and interview guided in the study to collect data.

3.6.1 Self-administered Questionnaires

The researcher constructed closed ended statements to allow respondents choose from a set of alternatives. The questionnaires were self-administered to the respondents with the intent of getting primary data. They are a tool of choice as they tend to ask specific questions that are focused with no danger of being diverted outside the area of study. The questionnaires are rather popular because the respondents are able to fill them in at their own convenience and are appropriate for this sample. They also provided the respondents with privacy to freely express their feelings on the subject matter since respondents are not required to write their names on them.

3.6.2 Interview guide

The researcher prepared and used a semi-structured interview guide to conduct interviews with sub county officials and community leaders. The tool was used because it makes it easy to fully understand someone's impression or experiences, or learn more about their answers as compared to questionnaires. According to Amin (2005), interviews are good because they are more flexible and permit probing in order to get in-depth detailed information from the respondents.

3.6.3 Observation.

The researcher, where necessary made observations to supplement and confirm the data collected. For example the researcher was able to see some of the report cards for the pupils. This was through use of cameras for photos and videos and also visual, that is to say use of optical observation.

3.7 Data Collection Procedure

The researcher obtained a letter from Busitema University introducing her to Nagongera Sub County officials and specifying that the data to be collected is solely for study purposes. Upon obtaining the requisite permission, the researcher will proceed with data collection from parents using questionnaires. After that, interviews were conducted with selected key informants.

3.8 Data Quality Control

Data quality control looked at the steps to ensure that the data collected has minimal errors which included validity and reliability.

3.8.1 Validity

Validity simply means the ability of a research instrument to measure as accurately as possible what it is intended to measure so that meaningful inferences are made from the research results. To ascertain validity of the instrument, the questions were carefully selected and reviewed by the research supervisor and a few course mates. The questions that were found to be irrelevant and/or ambiguous were dropped or modified. Subsequently, the instruments were distributed for pretesting to 5 reviewers as judges. The instruments were tested using content validity index (CVI) for relevancy, appropriateness, clarity, coherence and completeness. $CVI = \frac{\text{No. of items regarded relevant by judges}}{\text{Total No. of items judged}}$.

3.8.2 Reliability

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. The Cronbach alpha tests the reliability, and the instruments are reliable if they are more than 0.70. Cronbach recommends analysis for Alpha values for each variable under study. According to (Sekaran, 2001), Alpha values for each variable under study should not be less than 0.6 for the statements in the instruments to be deemed reliable.

3.9 Data Processing, analysis and Presentation

Data was processed, analyzed and presented as shown below;

3.9.1 Data processing

Data collected from the primary source was compiled, sorted, edited for accuracy and clarity, classified, coded into a coding sheet and analyzed using a computerized data analysis package/tool known as Statistical Package for Social Scientists (SPSS 26). Descriptive statistics were generated in order to determine the various characteristics of the respondents who would have participated in the study.

3.9.2 Data analysis

The analysis of qualitative data consisted of abstracting from the raw data at all points that a researcher considered to be relevant to the topic under investigation. Descriptive statistics were generated in order to determine the various characteristics of the respondents who would have participated in the study. To determine the relationship between parenting and pupil performance, the researcher performed a t-test.

3.9.3 Data presentation

Frequency distribution tables, cross tabulation, charts, and graphs were used to interpret the data collected from the field.

3.10 Ethical consideration

The researcher obtained permission from Nagongera Sub County officials to allow her gather information from respondents, thereafter; the researcher introduced herself to the respondents and sought their consent to participate in the study. The researcher also ensured anonymity by not including the names of the respondents on any of the questionnaires and incase a respondent feels like not participating in the study, he/she will not be coerced. Also, a letter from the university that was issued was used to identify the researcher while in the field.

CHAPTER FOUR

4.0 PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.1. Introduction.

In this chapter, the results are presented, analyzed and then interpreted. The chapter highlights the response rate, demographic characteristics of the respondents and empirical findings based on the objectives of the study.

4.2 Response Rate.

This section presents the response rate per category of respondents included in the study. Response rate in survey research refers to the number of people who answered the survey divided by the number of people in the sample. These are the different groups in Nagongera Sub County where responses were sought from.

Response Rate

Category	Sample size	Response	Response Rate in %
Pupils	30	30	100
Parents	30	25	100
Head teachers	5	5	100
Total	65	65	100

Table 2: response rate

Source: Primary data

The research had a study population of 65 and from this; a sample of 65 participated in the study using the statistical table constructed by Krejcie and Morgan. Of these sampled respondents, a total of 60 returned the questionnaires and 5 were interviewed using an interview guide giving response rate of 100%. Mugenda & Mugenda (1999) suggest that a response rate of 50% is adequate when quantitative data is collected; therefore 100% is good response for the study.

4.3. Forms of Parental Involvement on the Academic Performance of Pupils.

When asked about their knowledge on the forms of parental involvement, the pupils, head teachers and parents responded as shown in the table;

Pupils			Head teachers			Parents			
Question	Response /30	Response Rate (%)	Question	Response /05	Response Rate (%)	Question	Response/30	Response Rate (%)	Average Response Rate (%)
Q.2			Q.2			Q.2			
Yes	23	76.67	Yes	05	100	Yes	06	20	65.56
No	07	23.33	No	00	00	No	24	80	34.44

Table 3: Forms of Parental Involvement on the Academic Performance of Pupils responses.

Source: Primary data

76.67% of the pupils, 100% of head teachers and 20% of parents giving an average of 65.56% of the respondents showed knowledge of the forms of parental involvement on academic performance of pupils while 23.33% of pupils, 00% of head teachers and 80% of parents giving an average of 34.44% of the respondents showed no knowledge on forms of parental involvement on academic performance of pupils. They surrounded a number of forms saying "There are several ways in which parents can be involved in their children's education, including attending parent-teacher conferences, communicating regularly with the teacher, volunteering in the classroom or school, helping with homework, and monitoring their children's academic progress.

Some said; “**servicing** on school committees or advisory boards, providing support for extra-curricular activities like in door games, mind games among others and celebrating your child's academic achievements" are forms they would suggest.

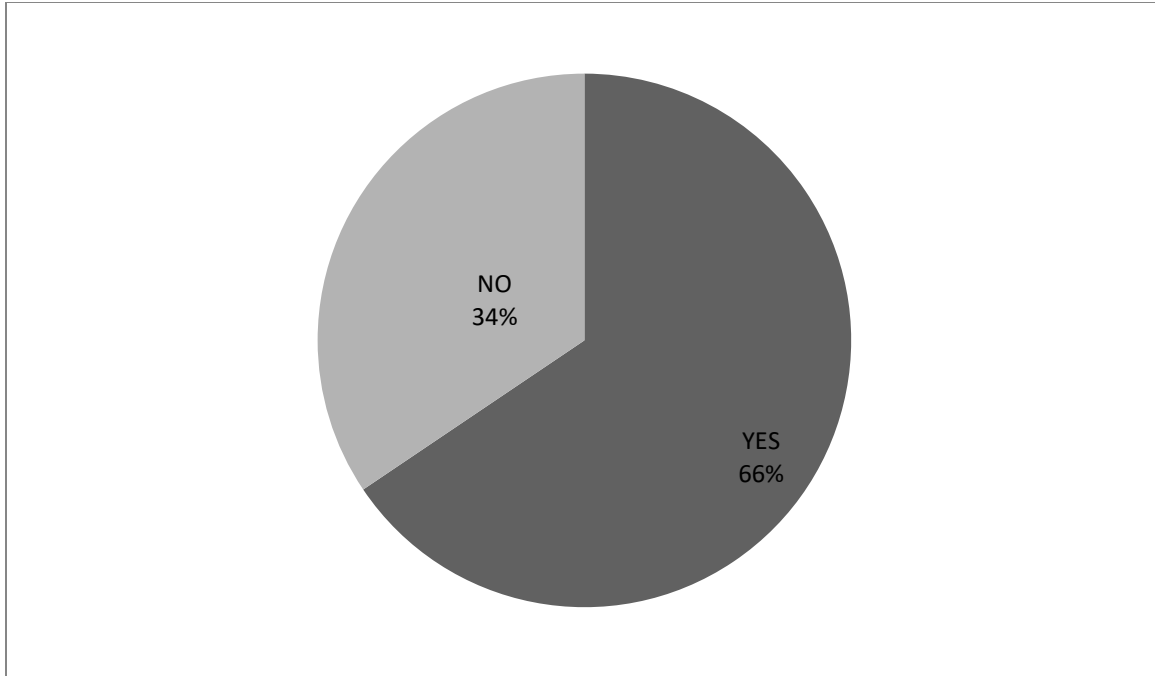


Fig 1. A pie chart showing response on Forms of Parental Involvement on the Academic Performance of Pupils.

From the above, it is clear that there is still a lot to do when it comes to parental involvement. This is evident from the fact that respondents showed knowledge of the forms of parental involvement on academic performance of pupils though a percentage really don't have an idea which is a little of a disadvantage.

4.4 Relationship between Parents' Involvement and Pupils' Academic Performance.

On the relationship between parental involvement and academic performance of pupils, the respondents, that is pupils, head teachers and parents responded as shown below

Pupils			Head teachers			Parents			
Question	Response/30	Response Rate (%)	Question	Response/05	Response Rate (%)	Question	Response/30	Response Rate (%)	Average Response Rate (%)
Q.1			Q.1			Q.1			
Yes	30	100	Yes	05	100	Yes	26	86.67	95.56
No	00	00	No	00	00	No	04	13.33	4.44
Q.3			Q.3						
Yes	30	100	a	03	60				
No	00	00	b	05	100				
			c	04	80				
			d	02	40				
Q.6			Q.6						
a	20	66.67	a	05	100				
b	28	93.33	b	05	100				
c	30	100	c	03	60				
d	25	83.33	d	05	100				
Average Response Rate (%)		67.9	Average Response Rate (%)		92.5				

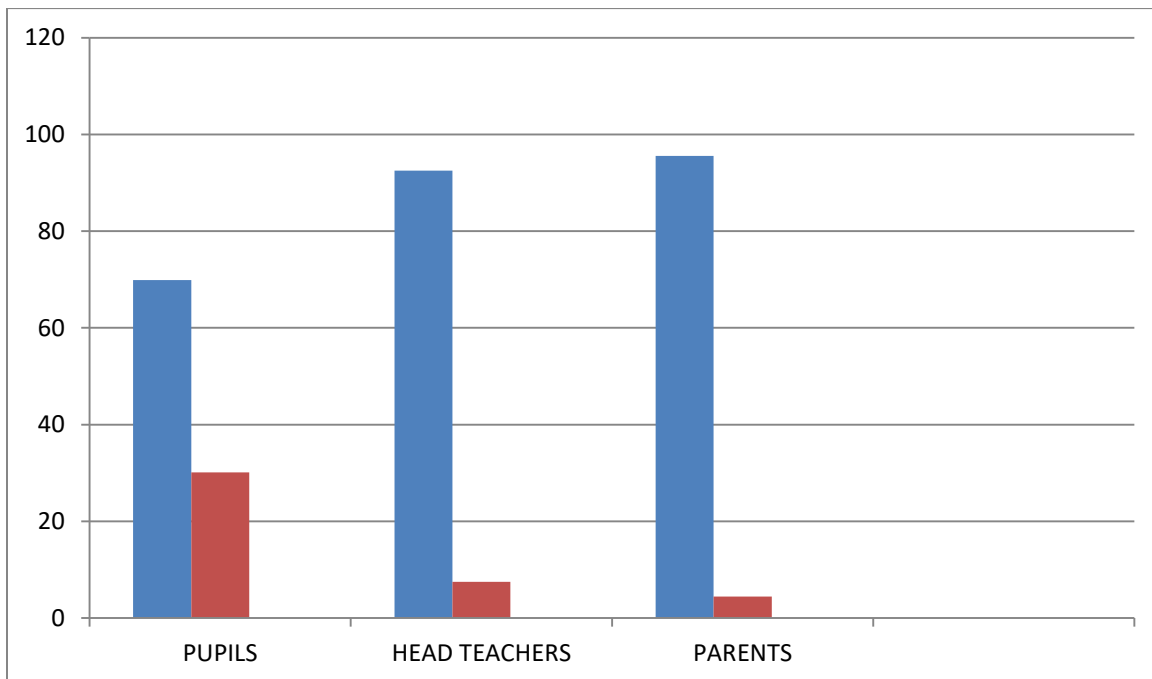
Table 4: Relationship between Parents' Involvement and Pupils' Academic Performance.

Source: Primary data

An average 69.9% of the pupils, 92.5% of head teachers and 95.56% of parents of the respondents showed knowledge of the relationship between parental involvement and academic performance of pupils in Nagongera Sub County. 4.44% of parents on average have no knowledge on the relationship between parental involvement and academic performance of pupils in Nagongera Sub County. They said; "When parents or guardians get involved in their children's education, pupils tend to achieve higher grades, have better attendance and exhibit better behaviour in the classroom."

Others also suggested that "Parental involvement has been found to be particularly beneficial for pupils from disadvantaged backgrounds and those with special educational needs. When parents are engaged in their children's education, it can help to bridge the gap in achievement between pupils from different socio-economic backgrounds."

Fig 2: Bar graph showing responses on the relationship between parental involvement and pupils' academic performance



There is a great relationship between parental involvement and pupils' academic performance this is shown in the bar graph above as from the collected data.

4.5. Improvement of Parental Involvement on Academic Performance of Pupils

On ways of improving parental involvement on the academic performance of pupils, pupils, parents and head teachers responded as shown below;

Pupils			Head teachers			Parents		
Question	Response	Response Rate (%)	Question	Response	Response Rate (%)	Question	Response	Response Rate (%)
Q.4			Q.4			Q3.		
a	30	100	a	05	100	a	27	90
b	30	100	b	05	100	b	30	100
c	21	70	c	05	100	c	29	96.67
d	30	100	d	05	100	d	25	83.33
Q.5			Q.7			Q.4		
Yes	30	100	Yes	05	100	a	00	00
No	00	00	No	00	00	b	05	16.67
						c	00	00
						d	25	83.33
						e	00	00
Q.6						Q.5		
a	20	66.67				a	00	00
b	28	93.33				b	03	10
c	30	100				c	03	10
d	25	83.33				d	18	60
						e	06	20
						Q.6		
						Yes	30	100
						No	00	00
						Q.7		
						a	30	100
						b	00	00
						c	00	00
						d	00	00
						e	00	00
Average Response Rate (%)		81.33	Average Response Rate (%)		100	Average Response Rate (%)		36.67

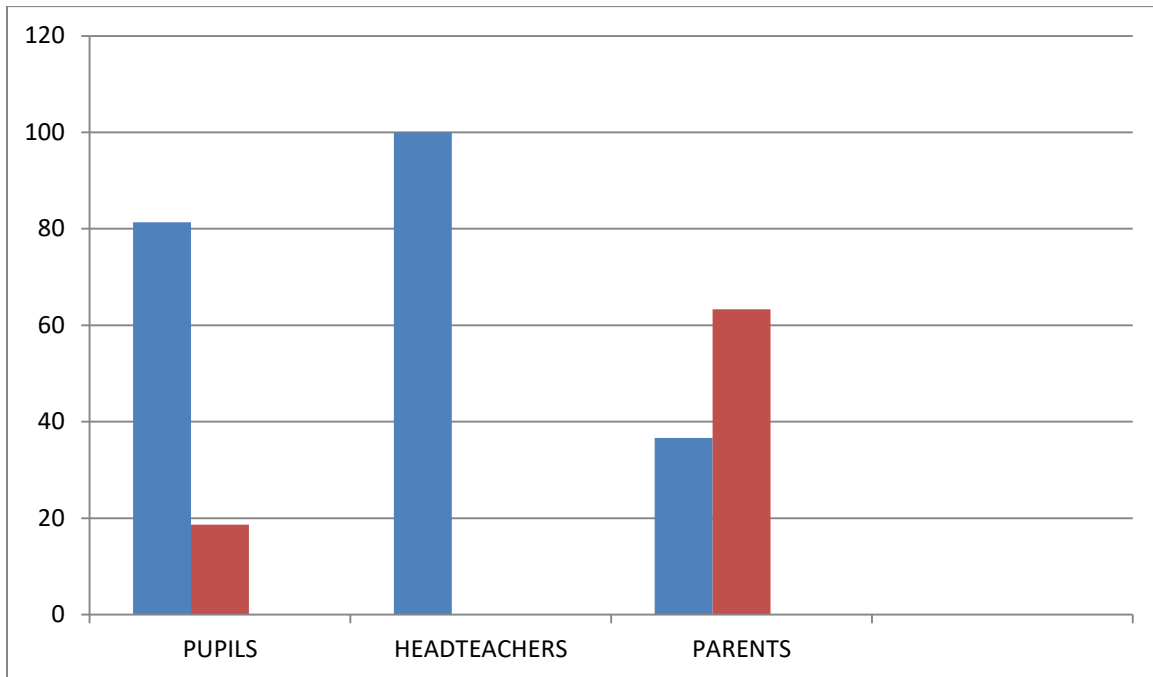
Table 5: Improvement of Parental Involvement on Academic Performance of Pupils

Source: Primary data

On average, 81.33% of the pupils, 100% of head teachers and 36.67% of parents said on the ways of improving parental involvement on academic performance of pupils in Nagongera Sub County. They suggested a number of ways improvement can be realized some of which were;

Holding parent-teacher conferences regularly, sending regular news letters or updates on school events and activities, offering parent education workshops or seminars, creating a welcoming and inclusive school environment, offering parent-teacher associations or organizations, Encouraging their child to engage in extracurricular activities that promote academic and social-emotional growth, such as sports, music, or community service.

Fig 3: Bar graph showing responses on the Improvement of Parental Involvement on Academic Performance of Pupils



When parents get involved, there is a big part of the role they play in the academic achievement of their children. It is fortunate that from the graph, it is shown that the parents, pupils and teachers have a clue on parental involvement.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION.

5.0. Introduction.

This chapter highlights the summary, conclusion and recommendation from the previous chapter four.

5.1 Summary.

Forms of parental involvement include participating in school activities such as Parent Teacher Associations (PTA), back-to-school nights, open houses, parent-teacher conferences, or volunteering at the school. Parental involvement has become a priority on school campuses nationwide because of the positive effect on student academic performance as agreed upon by the respondents who also agreed that there is a strong relationship between the two variables (parental involvement and academic performance of pupils) that is parental involvement plays a key role on the academic performance of pupils and that it should not be ignored as it's as a stepping stone. Also, they expressed the need to improve on parental involvement on the academic performance of pupils in Nagongera Sub County by upholding the forms of parental involvement that they suggested. The purpose of this study was to determine whether the impact of parents' involvement on academic performance of pupils in Nagongera Sub County, Tororo District. This explains why most of their discussions ranged around forms, relationship and ways of improving parental involvement on the academic performance of pupils in Nagongera Sub County.

5.2 Conclusion

From the research findings, when it comes to parental involvement, parents are lacking in knowledge, that is to say on average they score least (4.44% on the relationship between parental involvement and academic performance of pupils and 36.67% on the ways of improving parental involvement) compared to pupils and head teachers. They have seriously failed to participate, communicate and monitor their pupils towards their education following the findings that is most of them rarely involve with their children's school. Parents have failed to dialogue with the classroom teacher on matters pertaining to the development of the child academically. Parents have failed to supervise and involve themselves in homework given to their pupils.

It is clear that, parent involvement leads to improved educational performance. Parent involvement fosters better student classroom behavior, Parents who participate in decision making, experience greater feelings of ownership and are more committed to supporting the school's mission. Parent involvement increases support of schools, Parent involvement improves school attendance, It also creates a better understanding of roles and relationships between and among the parent-student-school triad and also improves student emotional well-being. Forms of parent involvement and quality of parent involvement affect results for pupils, parents, and teachers.

Schools have done their part in involving parents though the response rate is still small. They have done by providing opportunities such as class days, visitation days, forming parents groups among others that would be a good strategy for parents to be more involved in their children's academic performance. This was evident as head teachers said, parents have failed to ensure their child completes homework or participates in class, neglected to support their child's academic interests or address their academic deficiencies, failed to communicate with teachers or participate in school events and provided insufficient resources, such as books or school supplies, which hinders their child's academic success.

5.3 Recommendation.

Parents need to be sensitized on the benefit of fully involving in their children's academic life. This will enlighten them and make their participation better to enhance the academic performance of their children.

Parents need to regularly engage with the schools and the teachers of their children to continuously monitor the progress of their children and not to miss out on the very important changes in their children's academic life.

Pupils should engage their parents in their school related activities such as homework, parents' meetings, fieldwork, and class days among other school activities so as to keep them on track.

Develop a repertoire of strategies for example interactive homework, pupil-led conferences among others designed to increase parent involvement at school and at home.

There is need to conduct needs assessment by all stake holders identifying what the concerns and issues are surrounding parent involvement in the education of their children. Use this needs assessment to guide the development of a balanced, comprehensive program of partnership. For example, parent professional development might include one- to two-hour free, weekly sessions held during the day or as a series of seminars at school or well designated places. The professional development could discuss specific parent behaviors and be used as a vehicle to involve parents in other aspects of the school

Schools should establish and maintain respectful and productive relationships with families to support the interaction of ideas and experiences centered on the learning of young people. This can be done by involving the parents in school activities like awarding gifts and presents to best performers.

They should put in place a long-range parent involvement plan. Parental involvement may be implemented as a stand-alone program or as a component in comprehensive school-based programs. Pillars should be erected to engage parents in professional development.

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APPENDIX I. QUESTIONNAIRE FOR PARENTS

1. Is there any relationship between parental involvement and pupils' academic performance?

Yes

No

If yes, Specify

3. In a parents' meeting, are there any forms of parental involvement that you would put across.

Yes

No

If yes specify

2. Which of the following ways are parents' groups helpful in improving pupils' performance?

a) Keep track of school programs

b) Learning from each other ways of getting involved in academic performance of the pupils.

c) Help in discussion of ways of improving academic performance of pupils.

d) Hold question and answer sessions about pupil's performances

3. How often do you get updates from your child's teachers?

Never

Rarely

Annually

Monthly

Weekly

4. How often do you visit your child's school?

Never

Rarely

Annually

Monthly

Weekly

5. Have you ever attended a school event?

Yes

No

If yes, Specify

6. How satisfied are you with opportunities for family involvement at school?

Very satisfied

Dissatisfied

Neutral

Satisfied

Very satisfied

How can the school help you get more involved?

APPENDIX II. QUESTIONNAIRE FOR PUPILS

1. Is there any relationship between parental involvement and pupils' academic performance?

Yes

No

If yes, Specify

2. Are there any forms of parental involvements that you know?

Yes

No

If yes specify

3. Do you think parental involvement is important for academic success?

Yes

No

4. Which of the following are opportunities that your school can provide for your parents to involve in your education?

a) Parents meeting

b) Visitation or class days

c) Formation of parents groups

d) Continuous communication with parents

5. Have you ever attended a school event specifically designed for parental involvement?

Yes

No

6. Parents can do the following to support your academic goals

a) Check children's books each day

b) Attend school programs

c) Help in children's homework

d) Communicate with teachers

7. Have you ever noticed a difference in your academic performance when your parents or guardians were more or less involved?

Yes

No

APPENDIX III: QUESTIONNAIRE FOR HEADTEACHERS

1. Is there any relationship between parental involvement and pupils' academic performance?

Yes

No

If yes, Specify

2. Are there any forms of parental involvement in the academic performance of pupils at your school?

Yes

No

If yes, specify

3. Which of the following are differences between pupils whose parents are actively involved versus those who are not may be;

a) Level of creativity

b) Rate of participation in class

c) Ability to understand questions

d) Ability to identify differences in concepts.

4. Which of the following can be ways of improving parental involvement on academic performance of pupils

a) Sensitisation

b) Continuous involvement of parents in school programs

c) Effective communication with parents

d) Involvement of government policies.

5. At your school, are there cases of parental neglect of responsibilities as in respect to the academic life of their children?

Yes

No

If yes, Specify,

6. Which of the following are ways parental involvement has helped improve on the pupils academic performance?

a) A motivation to pupils

b) Quick identification of problems faced by the pupil

c) Good relationship between parents, teachers and pupils

d) Attention is paid to changes in the child's academic performance

7. Do you recommend any strategies or resources for parents to become more involved in their child's education?

Yes

No

If yes, specify