

**PARENTAL INVOLVEMENT AND PUPILS ACADEMIC PERFORMANCE IN
PRIMARY SCHOOLS IN KAPCHORWA DISTRICT**

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DECLARATION

I, David Siwa, do declare that this dissertation is my original work and has never been presented for examination to any University or Institution

Signed:



Date: 6/11/2024

APPROVAL

This research dissertation has been submitted with my approval

Signed 

Date: 6/11/2024

Supervisor: Dr. Okurut David

Dedication

This research dissertation is dedicated to my wife Sylvia Siwa, my children, Abigail, Esthe, Jacob, Salome, Elizabeth and My parents the late Rev Yonasan Chekolien, Iovisa Chekolien.

Acknowledgement

The entire work of writing this dissertation required full preparation and necessary support which therefore calls for collective responsibility. The entire production of this proposal has been made possible by the effort of many people ever since my academic endeavors were illuminated. Considering both direct and indirect contributions, I feel obliged to mention them.

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List of Acronyms and Abbreviation

MOES:	Ministry of education and sports
PTA:	Parent Teacher Association
SMC:	School management committee
DEO:	District education officer
UCE:	Uganda Certificate of Education
UACE:	Uganda advanced Certificate of education
UNEB:	Uganda national examination Board
HOD:	Head of department
SIS:	Senior inspector of schools
CAO:	Chief administrative officer

Abstract

This research investigated parental involvement and pupils' academic performance in primary schools in Kapchorwa district. The objectives of the study were; To examine the influence of parental involvement in provision of scholastic materials on academic performance of pupils in the primary schools in Kapchorwa District, to examine the influence of parental involvement in feeding children at school on academic performance of pupils in the primary schools in Kapchorwa District, to examine the influence of parental involvement in discipline of their children on the academic performance of pupils in the primary schools in Kapchorwa District. The study used a descriptive research design with both qualitative and quantitative approaches. A sample size of 55 respondents from a population of 65 was employed. The findings of the study on the parental involvement on feeding were, $R^2=.021$ which means that 2.1% of parental involvement on feeding predicts pupils' performance and the remaining 97.9% are predicted by other factors. On the parental involvement provision scholastic materials to their children, it was found that $R^2=.229$ which means that 22.9% of pupils' academic performance is predicted by the parental involvement provision scholastic materials to their children and the remaining 77.1% is accounted for by other factors. On parental involvement in discipline of their children, it was found out that $R^2=.065$, which means that 6.5% of pupils' performance is predicted by parental involvement in discipline of their children and that remaining 93.5% is predicted by other factor

Chapter One

Introduction

1.0 Introduction

In the recent past, parents have been urged to seriously get involved in the education of their children. This has raised concerns among scholars and academia as to the effect of parental involvement and the quality of education in the country. This study sets out to investigate the contribution of parental involvement towards the academic performance of children in primary schools in Kapchorwa District in eastern Uganda. This chapter presents the background to the study, the statement of the problem, the objectives of the study, the research questions, scope and significance of the study, the justification, the conceptual framework and the definition of key terms in the study.

1.1 Background to the Study

The phrase parental involvement often has a broad usage in educational spheres including several different forms of participation in education and with the schools. Parents can support their children's schooling by attending school functions and responding to school obligations (parent-teacher conferences, for example). They can become more involved in helping their children improve their schoolwork--providing encouragement, arranging for appropriate study time and space, modeling desired behavior (such as reading for pleasure), monitoring homework, and actively tutoring their children at home. Outside the home, parents can serve as advocates for the school. They can volunteer to help out with school activities or work in the classroom. Or they can take an active role in the governance and decision making necessary for planning, developing, and providing an education for the community's children.

Traditional forms of parent involvement include participating in school activities (e.g., in Parent Teacher Associations - PTA), back-to-school nights, open days, parent-teacher conferences, or volunteering at the school. According to Bower and Griffin (2011), parental involvement through activities such as providing nurturance to their children, instilling cultural values, and talking with their children, do not align with traditional forms of parental involvement as defined by some schools of thought. Generally, parental involvement encompasses many constructs of school such as engagement, which includes attending parent-teacher conferences, contributing to extracurricular activities, monitoring student grades, imparting parental values, helping with homework, and providing intrinsic and extrinsic motivation. In other words, parental involvement is a catch-all term for many different activities including at 'home,' good parenting, helping with homework, talking to teachers, attending school functions, through to taking part in school governance.

In promoting achievement across primary and secondary school levels, theories, research, and policies have identified the significant role of families, family-school relations, and parental involvement in education (Hill & Chao, 2009; Seginer, 2006). Indeed, family-school relations and parental involvement in education have been identified as a way to close demographic gaps in achievement and maximize students' potential (Dearing, Kreider, Simpkins, & Weiss, 2006). As such, federal policies like the No Child Left Behind Act (NCLB; 2002) mandate parental involvement in education and family-school relations across primary and secondary school levels. Despite consensus about the importance of families and schools working together across developmental stages, extant theories of parental involvement in education have been based on elementary school students and elementary school contexts and do not account for the changes associated with middle school and early adolescent development (Hill & Taylor, 2004; Hill, Tyson, & Bromell, 2009).

Indeed, some research has demonstrated that the strength of the relation between parental involvement and achievement declines between elementary and middle schools (e.g., Singh et al., 1995). Whereas some aspects of parental involvement in

education may decline in amount or in effectiveness during middle school, like involvement at school (Singh et al., 1995; Stevenson & Baker, 1987), other aspects of involvement that are not accounted for in extant frameworks may increase in significance (Chao, Kanatsu, Stanoff, Padmawidjaja, & Aque, 2009). Therefore, it is imperative to identify the extent to which parental involvement in education is positively related to achievement for middle school students and which types of involvement are most effective.

In the past decades parental involvement in children's education has received considerable attention from many researchers and has also become a key component in school policy and government policy concerning family education programs in developing countries around the world. However, many parents have the opinion that the education of their children is the sole responsibility of schools. On the other hand, there is a common belief that parents actually play a crucial role in helping their children learn. Indeed, according to Keane (2007), parental involvement improves the chances of children's success at school. This may be true in developed countries, however, in developing countries like Uganda and upcountry regions like Kapchorwa, it requires one to carry out an empirical study to ascertain the authenticity of these claims. It is important that a clear understanding of parental involvement is made before delving deeper in the matter of parental involvement and pupils' completion of the primary cycle.

Many countries around the world have now adopted policies that seek to compel parents to be more seriously involved in their children's education. For instance, in Canada, policies set out by the Provincial Education Departments emphasize the involvement of parents in the education of their children. Parents are required to be more knowledgeable about educational issues and how they can be involved at the different levels of the children's education (Mckenna and Williams, 2008). These include but not limited to feeding the children, providing scholastic materials, supporting them in their homework, and volunteering in school activities. In Ghana, major decisions and changes have been made in their education system to ensure effective involvement of parents

in the education of their children (Kwadwo and Pobbi, 2016). This is premised on the fact that parental involvement has got a significant effect on children's education.

In Uganda, the Education Sector Strategy Plan (ESSP, 2004 -2015) was designed to ensure universal access to primary education by all school going age children as the highest priority, points to the removal of financial obstacles and pays particular attention to gender and regional equity. The implementation of the ESSP is envisaged through shared contributions by the public and private sectors, by households and the community. However, there are 111 primary schools with 83 government, 19 private and 9 community schools in Kapchorwa District. While Sebei sub-region had the highest increase in enrolment (12.4%), ((ESSP, 2004 -2015) academic performance in primary schools remained lowest. This means that many children do not get the required grades to join secondary education level.

According to the Kapchorwa District Status report (2018), academic performance in primary seven was 22.7% yet the average national performance rate at primary seven was 59.7%. This shows that in Kapchorwa District, academic performance is less than half of the average national performance. The report urged local councilors to engage the parents and ensure that they get involved in the education of their children. Therefore, while there may be several factors that may account for the poor academic performance, there is scanty literature on parental involvement and pupil's academic performance in the primary schools in the District.

1.2 Statement of the Problem

In 1996, Government of Uganda introduced the Universal Primary Education (UPE) programme in accordance with the Education for All (EFA) goals. The general enrollment country wide increased from about 2.5 million children to about 12.5 million (MoES, 2008). The Ministry of Education and Sports maintains records of enrolments on a yearly basis through data collected using statistical forms. According to the 2018 statistical returns by MoES, Sebei sub-region had the highest increase in enrolment

(12.4%) in primary schools. However, the academic performance at primary seven during the same period was the lowest (22.7%) compared to the national average of 59.7%. This implied that while more children enroll in the region, the academic performance in the primary schools in Kapchorwa District remains poor. Less than a quarter of the children that enroll in primary one in Kapchorwa District pass well to join secondary school level. The report indicated that over the past five (5) years the academic performance in primary schools in Kapchorwa District has persistently been poor (Kapchorwa District Status Report (2023)). The academic performance stagnated between 2018 and 2023. In 2020, only 22% of the children who registered for PLE passed with divisions one and two. Since then, the academic performance has been deteriorating. The fact that the Kapchorwa District status report (2023) urged local councilors to engage parents and ensure that they got involved in the education of their children, implied that there was limited parental involvement in the education of their children. Therefore, this study sets out to investigate the extent to which parental involvement influences the pupils' academic performance in primary schools in Kapchorwa District.

1.3 Purpose of Study

The purpose of the study was to investigate the extent to which parental involvement influences the academic performance in the primary schools in Kapchorwa District.

1.4 Objectives of Study

- i) To examine the influence of parental involvement in provision of scholastic materials on academic performance of pupils in the primary schools in Kapchorwa District
- ii) To examine the influence of parental involvement in feeding children at school on academic performance of pupils in the primary schools in Kapchorwa District.
- iii) To examine the influence of parental involvement in discipline of their children on the academic performance of pupils in the primary schools in Kapchorwa District.

1.5 Research Questions

- i. What is the effect of parental involvement in provision of scholastic materials on academic performance of pupils in the primary schools in Kapchorwa District?
- ii. What is the effect of parental involvement in provision of scholastic materials on academic performance of pupils in the primary schools in Kapchorwa District?
- iii. What is parental involvement in feeding children at school on academic performance of pupils in the primary schools in Kapchorwa District.

1.6 Scope of the Study

1.6.1 Geographical Scope:

The study was carried out in selected primary schools out of the 111 schools in Kapchorwa District which is located in the North-Eastern part of Uganda

1.6.2 Content Scope

In terms of content, the study focussed on how parental involvement in regard to feeding the children, providing scholastic materials, being involved in their homework and the academic performance of pupils in the primary schools in Kapchorwa district.

1.6.3 Time Scope

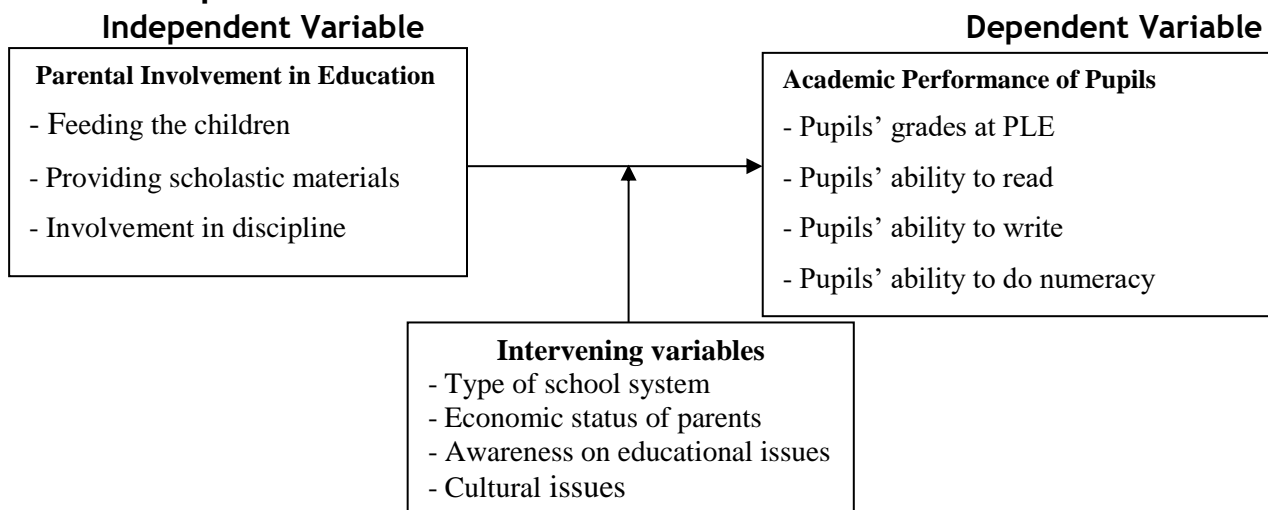
The period 2018 to 2023 was considered for this study. This being the period during which there was poor academic performance in the primary schools in Kapchorwa District and yet it is the same period the District Status Report (2018) implored parents to get involved in the education of their children

1.7 Significance of the Study

- i. The findings will provide a new basis for policy makers to take decisions about mitigating the challenges affecting academic performance in the primary schools in Uganda's education system.

- ii. The findings will create an awareness and understanding to the school managers about the salient parental challenges that need not be taken for granted but rather be given due attention for effective outputs.
- iii. It is hoped that the findings will be used by the Ministry of Education and Sports, in particular, the department for Basic Education in formulating and designing awareness training programmes and strategies for parents and guardians.
- iv. The findings are expected to be used by the school managers in identifying some of the major factors that contribute to poor academic performance for children in primary schools.

1.8 Conceptual Framework



Source: Epstein (2001), Modified by the Researcher in 2024

Fig. 1.1: Conceptual Framework

From Figure 1.1, the independent variable in the study was parental involvement in the education of their children while the dependent variable was the pupils' completion of the primary cycle. The framework indicates the various constructs under independent and dependent variables. The framework also indicates several intervening variables that are envisaged to have some effect on the interplay between the independent and dependent variables. The findings of the study will be discussed in accordance with this conceptual framework.

1.9 Definition of Key Terms

PARENT: The term “parent” includes a legal guardian or other person standing in loco parentis such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child’s welfare).

PARENTAL INVOLVEMENT: The term “parental involvement” means the participation of parents in regular, two-way, meaningful communication involving student academic learning and other school activities.

ACADEMIC PERFORMANCE : This is measured by the final grade earned in the course. It can be assessed and evaluated through score and grade obtained as a results in homework activities, internal exams, district test and national examination. In this regards, the max obtained became the ultimate indicate of educational achievement

Chapter Two: Literature Review

2.0 Introduction

Researchers such as Sanders and Sheldon (2009), Sheldon (2009) and Richardson (2009) recognize and appreciate the important strong positive role parents in homes play in the education of children. This chapter presents a review of related literature on parental involvement and academic performance in the primary cycle. The review starts with a theoretical review before presenting empirical literature objective by objective.

2.1 Theoretical Review

Several theories have been postulated and reaffirmed to the fact that good cooperation between schools, homes and communities can lead to successful academic performance of the children. The theories also try to explain the fact that parental involvement is an important factor in understanding of critical issue in education. It is also important to note that schools are an inextricable part of society as well as the community in which they belong and are thus seen as social sub-systems, which cannot function in isolation in their social environments. According to Hoy and Miskel (2001), schools are open systems and depend on exchanges with environmental elements to continue to exist. Numerous environmental influences come from different levels of society and affect what happens in schools. Likewise, families are also seen as social systems, which can influence what happens in schools. In this regard, Senge, Cambron-McCabe, Lucas, Smith, Dutton and Kleiner (2000), suggest that schools and those within schools are 'living' systems that are strongly influenced by their interaction at three levels: the classroom, the school and the community.

According to Bronfenbrenner (1994), learning is a social process affected by forces at many levels, including government policies and the society. His ecological theory on education recognizes that among the many different spheres of social influences that

create contexts for learner development, there are many possibilities for intervention (Lambert & Sturt, 2005). The involvement of parents in the education of their children is one example. In this study, a bio-ecological model is adopted to develop a theoretical framework for the investigation. The bio-ecological model suggests that intervening intermediate and immediate family and school contexts are likely to mediate the parents' decision to become involved in the education of their children. Further, Hoover-Dempsey and Sandler's (1995) model focuses more closely on the parent involvement process. The model identifies several factors that influence a parent's decision to become involved with the child's learning. Parents are more likely to become involved if they: think that such involvement is part of the work of being a parent; believe they can be effectual in helping the child; are asked to become involved; and are given opportunities for involvement.

The parent's choice of the form of involvement is influenced by the parent's skills and knowledge, other demands on the parent's time and energy and the specific invitations for involvement from the child or the school. For this study, a model is presented that suggests possible relationships among parents' social, family structure, school environments, pupils' readiness and parent involvement. Another important theory relating to parental involvement is the Coleman theory of parental involvement often called the Coleman's social capital theory (1987). This theory asserts that changes in the parents' workplace, especially the mother to work outside the home, and the simultaneous shift to mass education outside the home, and which used traditionally to be done at home has weakened the family structure. Consequently, families have become unable to carry out proper socialization of their children. Education has also, as a consequence moved from the home to formal schools because socialization of the child is not effectively possible in the household. The school as a new organization has been established that offers resources that produce attitudes, effects and conception of self, to provide the necessary social capital for the next generation that the home was unable to provide any longer (Coleman, 2012).

According to Martinez, Martinez and Peres (2004), social capital refers to the quality and depth of relationships among people in a family or in a community. This capital is created by the relationship between children and parents (and other family members) and the resources that are generated for meeting the child's welfare. Coleman (1987) observes that families lay the foundation for their children's progress by building their self-confidence, self-concept and self-reliance and that if these home-training aspects are not completed by the time the child begins school, they become a shared responsibility of the family and the school. Parents, therefore provide the building blocks that make learning possible: if positive influences from the home are lacking, problems will arise.

Furthermore, Coleman (2012) adds that social capital is also found outside the family in the religious, political, economic and social institutions in the community that give it stability and organization, and that the community can increase its resources by contributing to the development of its members, thereby providing social capital to its members. Moreover, a strong sense of community, common values, and willingness to cooperate are necessary in establishing a positive environment for children. This can ultimately provide an environment that encourages children to stay in school and complete the schools cycle. This increases on the pupils' completion rates in the primary schools.

2.2 Parental Involvement and Academic Performance

Parents are the first teachers for all children and according to Epstein (2009), parental involvement is the most influential important aspect that a parent should always give his/her child. It can have different effects on the children both academically and behaviorally. Research has shown that family involvement generally does not necessarily aim at differentiating between the effects of specific types of involvement on definite outcomes (Sheldon, 2009). But rather, the connections between general measures of parental involvement with students' test scores and grades have been analyzed. However, recently, researchers started studying how different types of

involvement connect to specific children outcomes. For instance, according to Obeidat and Al-Hassan, (2009) successful parental involvement may be defined as the active, ongoing participation of a parent or primary caregiver in the education of his or her child. At home, parents can demonstrate their involvement in different ways; such as by reading for their child, assisting with homework, and having regular discussions about school or school work with their child. In addition, it is important for parents to convey their expectations to their child's education.

Similarly, research has shown that parents' role in the education of children plays a significant role not only in children's stay in school to completion of the school cycle but also in their academic performance. For instance, Research has provided ample evidence that parental involvement affects achievement in core subjects such as reading, mathematics and science, and the behaviour of children, their school attendance and their attitude and adjustment to school (Sheldon, 2009; Sanders and Sheldon, 2009). Furthermore, Henderson and Mapp, (2012), found out that perception of their parents' involvement and expectations are also highly effective and influential in their education. Moreover, children who feel their parents' support for their education and have good communication are more likely to continue their studies past high school.

Parental involvement in their children's education appears to be a constant in children's academic achievement and social adjustment. Although many parents may not be certain how to help their children with assignments, guidance and support, they can be actively involved in home learning activities, as well as having an opportunity to teach, be a role model, and guide their children (Dekker et al., 1996). According to EstherSui Chui 2013 parental involvement improves the chances of children's success at school. A recent report conducted by the National School Public Relation Association (2015) showed that enhanced parental involvement leads to better academic performance, better school attendance, and improved behaviour of children at home and in school.

A review of the literature on new developments in the field of comparative education suggests, among other things, a greater role for parental involvement. Parental involvement and support also have a profound influence on the culture of learning and teaching (Eccles and Herold, 1998). The school itself cannot alone rekindle the culture of learning and teaching, and therefore needs the help of parents. According to the Keane (2007) research findings, children's success in reading comprehension is directly related to the availability of reading materials in the home children need positive encouragement in the form of praise and reward effect. Most parents claim that they are unable to provide the kind of education that children need because of high educational expectations. In this regard, the literature emphasizes that developmental programmes for parental involvement and motivation should be emphasized.

It has been generally accepted in the field of education and psychology that maximizing the potential and performance of students to the expected level strictly requires the full involvement of parents both at home and school (Desforges & Abouchar, 2003). Large number of research conducted in the past several decades showed a strong association of parental involvement and students' academic achievement; students whose parents involved actively in their education perform much better in their schooling than peers whose parents did not involve (Hsu et al., 2011; Phillipson & Phillipson, 2010; Chen & Gregory, 2009). Thus, parental involvement has been identified as a dynamic force influencing student academic success (Hsu et al., 2011).

Parents have all-encompassing roles and responsibilities for their children including the roles of teaching (LaRocque, Kleiman & Darling, 2011). The term 'parent' in the phrase 'parental involvement' conveys both mother and father of a child. Therefore, both mother and father have responsibilities to involve in their children's education. However, empirical evidences have shown that the extent and effect of mother's involvement is greater than that of father. For example, a study conducted by Hsu et al. (2011) indicated that mothers were more involved than fathers, and that mother involvement had more effect on students' academic achievement, but as measured in

terms of limited aspects of involvement: discussion, listening, monitoring academic progress and participation in school activities.

Building strong parent-school relationships is another way to increase school and student outcomes. One study defined parent-school relationships by the degree to which parents trust staff, have positive interactions with staff, and feel welcome at the school. This study used data from the National Household Education Surveys Program of 2012: Parent and Family Involvement in Education Survey, which collected data from across the United States. This study restricted data use to students in sixth through twelfth grades. Data for parent-school relationships and student outcomes were gathered through parent interviews. Results from SEM revealed that all three aspects of this parent-school relationship were positively associated with student outcomes i.e., estimates of students' grades, report of students' problem behaviors at school, report of whether students had to repeat a grade (Froiland & Davison, 2014).

Several studies have shown a positive link between parental aspirations for their children's academics and student outcomes. As a result, programs that focus on increasing parental aspirations for children may result in better student outcomes. One such study that explored parental academic expectations for high school students showed a positive association with parental aspirations and students' academic achievement and behavior. In the Wang and Sheikh-Khalil study, parental expectations were based on a scale that measured the extent to which parents communicate educational goals and values and discuss plans for the future with their children.

Parental expectations also were positively associated with students' emotional engagement and more strongly associated for low-SES groups than high-SES groups. A study focusing on middle and high school students also showed a positive association between parents' high school and college graduation expectations and students. In particular, the Mo and Singh (2008) study showed that parental expectations also had a significant impact on students' cognitive and emotional engagement in school. The Wang, Hill, and Hofkens (2014) study focusing on students' path from middle school to

high school found positive impacts of parental expectations on academic achievement and behavior as well. Discussing the importance and future of education was associated with improvements in GPA and with decreased behavior problems from seventh to eleventh grades.

Results from the Sibley and Dearing (2014) study of elementary students showed similar findings. Parental expectations of how far they expected their child to go in school also were significant and positive predictors of reading and mathematics achievement. This finding was particularly strong for U.S.-born White students in comparison with other ethnic groups and immigrants. Similar results were found in the Froiland and Davison (2014) study of middle and high school students. Parental expectations, defined as the level of education they expected their children to achieve, also were positively associated with academic grades. Likewise, the study by Zhang et al., (2011) which looked at special education students in grades two through nine, also showed a positive association between parents' expectation that their child would graduate high school and student achievement in their education.

Similarly, studies have found that students who perceive their parents as supportive and engaged in their academics have better outcomes. For example, one study found that students in secondary schools in England believed that lack of parental support for education contributed to their poor behavior and academic performance in school. This study involved in-depth case studies of 20 schools that were part of the Engaging Parents in Raising Achievement project. Data collection included interviews with teachers, staff, parents, and students. Findings indicated that students and teachers felt that parental support indicated agreement with school policies, which contributed to better behavior and more learning at school (Harris & Goodall, 2008).

Another study involving students in elementary schools in Singapore also showed perceived parental support and engagement to be a significant predictor of behavior and academic performance. This study sampled students in third through sixth grades from nine elementary schools across Singapore that were meant to be representative of public schools in Singapore. Data were collected through student questionnaires and

school achievement and conduct scores. Hierarchical regression modeling revealed that students' perception of the amount of parent-teacher conferencing was a positive predictor for behavior and academic performance. Students' perception of parental engagement at home also was a positive predictor for academic performance, particularly for boys. Students' perception of parent engagement at school, however, was a negative predictor for behavior and academic performance (Stright & Yeo, 2014). It should be noted that in all the studies cited here above, none of them was done in developing countries like Uganda and in particular, rural settings like Kapchorwa. Therefore, it imperative that this study be carried out to find out the status quo and where there is any agreement with these studies.

Moreover, parental involvement and the effect of such involvement on students' academic achievement are often confounded by ethnic and cultural factors (Lee & Bowen, 2006). There are substantial cultural differences in parental interaction with their children and the effects of parental interaction on children's achievement between Western and Chinese contexts (Hsu et al., 2011). Chan, Chan and Chan (2013) found that more westernized parents value nonconformity significantly more than conformity, whereas less-Westernized parents placed more emphasis on the importance of unconditional respect for elders and interdependence than unconditional respect and child independence. Because parents' psychological beliefs about how they interact with their children stem from their cultural values that they believe and practice within their home and community (Phillipson & Phillipson, 2010). It has been suggested that the need to investigate the contexts that are believed to be different to understand parental involvement and its effects on students' education (Zhang, 2006, cited in Hsu's et al., 2011).

With regard to the contribution of parental support for homework, it is widely assumed that when parents help their child with homework there are positive effects on student learning and academic achievement; the student will study more efficiently, effectively and with greater focus (Hoover-Dempsey et al. 2001; Patall et al. 2008). In the long term, parental involvement may have a positive effect on student's ability to engage

in adaptive self-regulation by promoting the development of learning strategies such as goal-setting, planning, time management, and attentiveness (Patall et al. 2008). Hoover-Dempsey et al. (2001) described three reasons why helping with homework may have these positive effects: (i) modeling, (ii) reinforcement, and (iii) instruction (see also their general model for parental involvement, mentioned previously). First, while helping their child with homework, parents can serve as salient models. This is based on the idea that children learn through observation. Parents are influential role models because they possess skills and abilities that children value highly. Because there are no direct consequences of the child's performance at home (in contrast to school), home provides a safe environment where the parent becomes an even more powerful role model.

The second reason is reinforcement; by providing positive consequences in response to the child's homework behaviors, the child is stimulated to demonstrate similar skills and behaviors again. Parents may even have an advantage over teachers because they have better insight into which reinforcement strategies are the most effective for their child. Finally, helping with homework may have a positive effect on student achievement because parents tend to use the learning strategy "guided or collaborative learning" (Hoover-Dempsey et al. 2010). This includes directing the child to the task at hand, simplifying the task, providing extra explanation, or relating the task to familiar contexts. However, some scholars argue that parental involvement with homework may also have negative effects (Patall et al. 2008; Dumont et al. 2012). They point out that the involvement may lead to tensions between parents and children, caused by parental frustrations about the child not performing as expected, or by the frustrations of the child who perceives their parents as too controlling. For lower-achieving children, or parents with unrealistically high expectations, these tensions may have a negative impact on the child's self-esteem and performance at school. Helping with homework might also interfere with learning if parents are not sufficiently equipped to help, if their instruction is very different from that of the school teacher, or if parents are overly involved, for example, completing assignments themselves (Cooper et al. 2010).

Parents' involvement in pupils' homework is equally important in the education of children. For instance, research has found the importance of parents' involvement can improve children and school outcomes. Parents around the world have organized themselves in bodies that support education of children in various ways. The Ohio Community Collaboration Model for School Improvement is one such initiative that has shown preliminary success in forming partnerships and has led to significant academic achievement across targeted subgroups (e.g., students with disabilities, low-SES students) in one school. A study of this model evaluated six pilot schools in Ohio (Anderson-Butcher et al., 2010). Three of the schools were located in an urban area, two were in a rural area, and one was located in a rural area but had demographics more similar to urban schools. Five of the schools were elementary schools, serving kindergarten through sixth grade, and one school served seventh- through tenth grade students at risk for school failure. Data were collected through surveys, observations, meeting minutes, and interviews. Each school was provided a detailed implementation guide, technical assistance from expert consultants, professional development and networking opportunities, and money to support implementation (Anderson-Butcher et al., 2010). Key elements of the model include increasing the number and variety of stakeholders in determining school needs and priorities, identifying interventions and partnerships to address needs, and building collaborative leadership infrastructures. Results from preliminary findings of a mixed-methods approach found that all six schools included community and family stakeholders on their improvement teams, and expanded their improvement plan based on the review of academic and nonacademic data (Anderson-Butcher et al., 2010). In addition, infrastructures were developed to help connect teachers to other service providers, and schools were able to enhance and expand their funding streams through these partnerships. Last, one of the pilot schools moved its status from "academic emergency" to "school improvement" at the conclusion of the year (Anderson-Butcher et al., 2010).

Another study of six community schools in the Redwood City School District also demonstrated positive associations with school outcomes (Biag & Castrechini, 2016). These community schools served mostly low-income and Latino communities and

focused on family engagement, extended learning, and social support services. Two of the schools served kindergarten through fifth grade, three served kindergarten through eighth grade, and one served sixth through eighth grades. This study used program attendance, participation and achievement records, and longitudinal growth modeling. Findings showed that taking part in family engagement programs (e.g., parent education classes, leadership and volunteer opportunities, on-campus events) at the schools was associated with better attendance. In addition, taking part in family engagement programs was associated with higher mathematics achievement scores but had no significant impact on English language arts achievement (Biag & Castrechini, 2016).

A longitudinal study by Chen, Anderson, & Watkins (2016), of four schools that were part of the Providence Full Service Community Schools initiative in Rhode Island found positive associations with school outcomes as well. Schools in this initiative focused on providing and coordinating comprehensive services in school, including family literacy, expanded learning, wraparound services, health services, and family engagement. For this study data were collected through parent questionnaires (n=685 for Wave 4) and analyzed using analysis of variance. Results demonstrated a statistically significant increase in parent comfort (e.g., the quality of parent-teacher and parent-school relationships), reputation (e.g., parent endorsement of the school), and parent-teacher communication (e.g., frequency of contact between parent and teacher) initiative-wide (Chen, Anderson, & Watkins, 2016).

A study of high school family centers, which promote school-family-community partnerships, also demonstrated additional positive outcomes from participation in this type of program. This study chose eight geographically and ethnically diverse centers (two in Boston, one in Memphis, two in Houston, one in San Diego, and two in Los Angeles) to review. Researchers conducted interviews with parents, students, and school staff; made observations; and collected informational and outreach materials. Qualitative analyses revealed four major outcomes. First, relational trust among adults was created. Respondents felt welcome and respected in the school, and parents were

seen as crucial stakeholders for school improvement. Second, parents experienced a shift in their role construction and efficacy (Chen, Anderson, & Watkins, 2016).

Parents understood the importance of staying involved with students' education at the high school level and felt more confident they could help students. Third, students developed trusting relationships with staff at the family centers. Last, students' efficacy (i.e., level of confidence, resistance to setbacks, understanding of academic importance, desire to stay in school, feelings of achievement) increased (Mapp, Johnson, Strickland, & Meza, 2008). Various authors commonly conceptualized parental involvement as having multiple dimensions with distinct influences on students' academic achievement (You & Nguyen, 2011; Fan, Williams & Wolters, 2012; Wilder, 2013). While researchers tend to draw on different combinations of dimensions in their studies, the field of parental involvement has been shaped by two leading theories developed by Epstein (1995) and Hoover-Dempsey & Sandler (1995) emphasizing on different but interrelated aspects (Chen and Gregory, 2009).

Epstein argued that home-school cooperative behavioral practice can optimize students' academic achievement by promoting consistency and mutual reinforcement of learning-related practices in the two environments (Chen & Gregory, 2009). This model contains involvement types such as volunteering or attending school events; communicating with school; participating in school-related activities at home by helping with homework or checking that homework; and collaborating with the community (Epstein 1995). Unlike to Epstein, Hoover-Dempsey and Sandler's model focuses on psychological constructs such as role construction, self-efficacy, perceived invitation from students and teachers/school and perceived life contexts and mechanisms influencing students' academic achievement (Hoover-Dempsey et al., 2005). In the present study, the behavioral involvement and psychological dimensions of parents are reflected in three areas: parents' participation at school such as communication and volunteering; parenting and learning at home; and parents' role construction and perceived life context.

Hoover-Dempsey and Sandler argued that parents' role construction represent motivators of parental involvement in their children's education (Deslandes & Bertrand,

2005). Accordingly, parental role construction includes a sense of personal responsibility for the child's educational outcomes and concurrent beliefs about whether one should be engaged in supporting the child's learning and school success. If parents believed that it is the responsibility of schools and teachers to educate students, they will not be involved. Parents are likely to get involved in their children's education to the extent that they view it as part of their role and job (Hoover-Dempsey & Sandler, 2005). An appropriate parents' role construction will come to nothing, their perceived life contexts determine their involvement.

2.4 Gaps in Literature

The gap that this study found out is that much talk and hope is vested within parents' provision of scholastic materials to their children, feeding & involvement in discipline to spell effective academic performance of pupils. What is not given adequate thought is the fact that academic performance may remain poor even with intensive parental involvement. Therefore, the study sought to establish the relationship between parents' provision of scholastic materials to their children, feeding & involvement in discipline and pupils' academic performance in selected primary schools in Kapchorwa district given its poor record of pupils' academic performance.

Chapter three: Methodology

3.0 Introduction

The chapter presents the methodology of the study which explains the research designs, study population, determination of the sample size, sample techniques and procedure to be used. It also contains data collection methods, data collection instruments, validity and reliability of the instruments, procedure of data analysis, data analysis and ethical considerations.

3.1 Research Design

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims in combining relevance to the research purpose with economy in procedure (Kothari, 2006). A cross-sectional descriptive research design was adopted because it describes and provides contextual analysis of variables under study and on matters relating to similar situations in other organizations (Sekaran, 2003). The researcher applied both qualitative and quantitative approaches. The qualitative approach helped in understanding phenomena and gathering further theories for empirical testing (Sekaran, 2003). Qualitative approach was adopted to facilitate in capturing data that will be left out by the other approach (Amin, 2005).

3.2 Area of Study

The research was carried out in Kapchorwa District which is located in Eastern Uganda at the slopes of Mt Elgon and occupies an area of 1731.7 square Kilometers. It borders the district of Sironko in the south-west, Nakapiripit in the north, nakapiripirit in the north and the republic of Kenya in the east. Kapchorwa District lies at Longitude of 0°41'34.76"N and Latitude of 34°10'51.06"E. The district headquarters is located in Kapchorwa Municipality which is approximately 70 kilometers, northeast of Mbale town, and regarded as one of the most productive areas in Uganda. Kapchorwa District has a total of 111 primary schools with 83 government, 19 private and 9 community schools. The district has over 22 schools, 8 are government, 2 private and 12 community. There is 1 Technical Institution, 1 Teacher Training College. The average altitude is 1466 m

and the area has high rainfall varying from less than 1000 mm in the north increasing to 2000 mm towards Mt. Elgon (NEMA, 2004).

3.3 Study Population

Population is a complete set of elements (persons or objects) that possess some common characteristic defined by the sampling criteria established by the researcher (Kothari, 2006). The population of study included the District Education Staff, headteachers, teachers from the selected primary schools, Members of the SMCs and PTAs. This gave the researcher a population of 5 education Office staff, 32 headteachers, 416 teachers, 192 SMCs, and 144 PTA members. Therefore, the total population of study was 789 (Kapchorwa District Registry, 2018).

3.4 Determination of the Sample Size

A sample is a selection of respondents chosen in such a way that they represent the total population as good as possible (Amin, 2005). The sample size was determined from the population of study using the Krejcie & Morgan (1970) sampling frame attached at the back of this dissertation. Given that the population of study constitutes of 789 people, and using the Krejcie & Morgan (1970) sampling frame, the sample size of the study constituted of 265 respondents. The breakdown of the population and sample size is presented in Table 3.1.

Table3.1: Population, Sample size and Sampling Techniques to be used

Population Category	Population Size	Sample Size	Sampling Technique
Education Office Staff	05	02	Purposive sampling
Head teachers	32	12	Simple random Sampling
Members of SMCs/PTAs	336	112	Simple random Sampling

Teaching staff	416	139	Simple random Sampling
Total	789	265	

Source: Kapchorwa District Registry (2018)

3.5 Sampling Techniques and Procedure

Sampling techniques are methods of selection of respondents chosen in such a way that they represent the total population as good as possible (Amin, 2005). According to Amin, (2005), these can be probabilistic (dependent on equal chance) or non-probabilistic (not dependent on equal chance). The study employed probability and non-probability sampling techniques.

3.5.1 Probability Sampling Techniques

Of the probability sampling techniques, the study used simple random sampling technique to select the headteachers, members of the teaching staff, SMCs and the PTAs of the primary schools under study. Simple random sampling was used because the technique offers equal chance for every person in a homogeneously distributed population to be selected to participate in the study. The technique minimizes sampling biasedness on the part of the researcher (Mugenda and Mugenda, 2003).

3.5.2 Non-Probability Sampling Techniques

Among non-probability sampling techniques, purposive sampling was applied to select the teaching staff members. The researcher particularly targeted the Education Officers (DEO) and the Senior Inspector of Schools (SIS) who are custodians of educational matters in the area of study. Purposive sampling was used when the researcher was sure that the respondents have the kind of data required by the study (Amin, 2005). Since the (DEO) and (SIS) hold the strategic position and the functional role they play in the education, the researcher sampled them purposively with the hope that they have the data required by the study (Sekeran, 2003).

3.6 Data Collection Methods and Instruments

3.6.1 Data Collection Methods

Data collection refers to the process of gathering and measuring information on targeted variables in an established systematic manner which enables one to answer relevant questions and evaluate outcomes (Kothari, 2009). The researcher employed qualitative and quantitative methods to collect (data and these enabled triangulation of data. The triangulation of both methods enabled the researcher to overcome the weakness of a single method (Saunders, 2000). The data collection methods that was used in this study included: self-administered questionnaires, interviews and documentary review. The selection of these methods was based on the nature of the data that is needed, the time that is available as well as the objectives of the study. The methods are briefly explained in the following sub sections.

3.6.1.1 Self-Administered Questionnaire

Self-Administered Questionnaires (SAQs) method was used to collect quantitative data from teachers, and PTAs. Sekaran (2003) asserts that the main advantage of self-administered questionnaires is that the researcher can collect all the completed responses within a short period of time. This method was used because it saved time. In addition, the questions within the questionnaire are usually short and less time spent to collect comprehensive data (Creswell, 2009).

3.6.1.2 Face-to-Face Interviews

Face-to-face interview is a methods of data collection that requires the researcher (interviewer) to interface with the respondent (interviewee) for a few minutes (Saunders, Lewsi and Thornhill, 2009). The method is used to collect data from key informants and this will be aimed at soliciting in-depth information through probing.

3.6.1.3 Documentary Review

The document review is a method that uses available documents and records to gather sufficient data for purpose of the study. The kind of data collected is secondary data.

The secondary data was used to supplement the primary data. This involves doing reviews of several documents. This involves a list of articles, council reports, brochures and magazines relating to parental involvement in Kapchorwa District in particular. The documents and reports helped to supplement and substantiate data obtained from the questionnaires.

3.6.2 Data Collection Instruments

The study used self-Administered Questionnaires, Interview Guides and Document checklists to collect data from respondents.

3.6.2.1 Self-Administered Questionnaire (SAQ)

A questionnaire is a tool that is structured to collect quantitative data in a systematic fashion (Amin, 2005). In this study, close-ended structured questionnaires will be used to collect data from the teaching staff of the primary schools under study. The structured questionnaire had four-point Likert scale type items. The Likert scale items will have the following pre-coded responses: 1. Strongly Disagrees 2. Disagree 3. Agree 4. Strongly Agree. The Likert scale will be preferred because it is flexible and easy to construct. Questionnaires will be used because they are simple to administer and relatively inexpensive to analyze (Mullins, 2003). Use of questionnaire minimizes effect on validity and reliability, results can be easily quantified through software package and data can be analysed scientifically and objectively (Lois & Gavin, 2010). The SAQs was used to collect data from members of the teaching staff in the primary schools under study.

3.6.2.2 Interview Guide

An interview guide is a device that provides information to guide the interview process (Saunders, Lewsi and Thornhill, 2009). An interview guide was used to collect data from key informants and this was aimed at soliciting in-depth information through probing. These included the technical team (District Education Officer (DEO), the Senior Inspector of Schools (SIS) and the head teachers (HT) to enable the researcher establish rapport with these categories of respondents, gain their cooperation, clarify ambiguous answers and obtain in-depth information through probing. In addition, the qualitative

data collected using interview method complemented quantitative data which was collected using self-assessment questionnaires SAQs (Disco-Bloom & Crabtree, 2006). As such, this data was qualitatively analyzed.

3.6.2.3 Document Checklist

A checklist of the various documents was used to carry out a documentary review. This provided secondary data that was used to triangulate the primary data collected through SAQs and face-to-face interviews.

3.7 Quality Control

The instruments of data collection in this study was assessed for quality in terms of validity and reliability to ensure dependability of the results of the study.

3.7.1 Validity

Validity has to do with whether the instrument is measuring what was intended to measure (Kothari, 2006). In this study, validity of the instrument was assessed through consultation and rating the items and then computing the Content Validity Index (CVI) which is a measure of validity of the instrument. CVI was computed from a formula;

$$CVI = \frac{VR + R}{K}$$

Where VR is for Very Relevant, R for Relevant and K is for total Number of items in the instrument.

The result from the computation of CVI was interpreted according to George and Mallery (2003) scale (1 - 0.9 = Excellent; 0.8 - 0.89 = Good; 0.70 - 0.79 = Acceptable; 0.60 - 0.69 = Questionable; 0.50 - 0.59 = Poor; and 0.0 - 0.5 = Unacceptable) to determine the validity of the instrument.

3.7.2 Reliability

Reliability refers to the extent to which data collection techniques or analysis procedures yield consistent findings (Kothari, 2006). The reliability of the instrument was determined through piloting. The Chronbach Alpha formula was used to compute

the correlation coefficient that indicates the degree of reliability. The result from the computation of reliability was interpreted according to George and Mallery (2003) scale (1- 0.9 = Excellent; 0.8 - 0.89 = Good; 0.70 - 0.79 = Acceptable; 0.60 - 0.69 = Questionable; 0.50 - 0.59 = Poor; and 0.0 - 0.5 = Unacceptable) to determine the validity of the instrument. The reliability of the instrument was found to be .857 which was highly reliable as seen in the table below;

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.857	.910	46

The table above shows the overall reliability of the questionnaire that was used in the study.

	Cronbach's Alpha
School Type	.843
Economic status of the Parents	.848
Awareness of educational issues	.847
Cultural values	.860
Performance of the child	.853
Involvement of the Parent	.854

The table above shows the reliability of questionnaire section by section.

3.8 Procedure for Data Collection

Upon approval of the research the proposal and receipt of an introductory letter from the department of Education in Uganda Christian University Mbale University College, the researcher sought for permission from the Chief Administrative Office (CAO) and the DEO before selecting the respondents and conducting the data collection. Furthermore a cover letter accompanied the questionnaires explaining the purpose of the study. Questionnaires was distributed directly to the teachers in their respective schools for completion and was collected after one week. The researcher endeavoured to clearly explain the purpose of the study to the interviewees and interviews were done on appointment.

3.9 Data Analysis

Data analysis is the manipulation of raw data collected from the field to produce meaningful information (Kothari, 2006). Since the study is descriptive in nature, the researcher used descriptive and inferential statistics generated by the Statistical Package for Social Scientists (SPSS, ver.20) to analyse quantitative data of the study. Descriptive statistics requires determination of frequencies, percentages, means and standard deviation. Before analysis, data was processed by editing, coding, entering then presented in comprehensive tables showing the responses of each category of variables. Inferential statistics will comprise of linear regressions for each objective generated from the means of data from the independent constructs under parental involvement and performance of the primary schools. According to Sekaran (2003), a linear regression is most appropriate to ascertain effect between two variables in a study in the natural environment with minimum interference and manipulation by the researcher. Linear regressions was computed because the study seeked to establish the effect of parental involvement on academic performance of primary schools (Oso & Onen, 2008). Qualitative data was collected through face-to-face interviews which was analysed using content analysis. Data collected from interview and documentary review was sorted and grouped into themes. The researcher evaluated and analysed the adequacy of information in answering the research questions through coding of data, identifying categories and factors that emerged in the responses (Glenn, 2013).

Summaries was made on how different themes are related while analysing qualitative data.

3.10 Ethical considerations

In accordance with standard research ethical requirements, a letter of approval from Uganda Christian University was presented to the management in the area of study for self-introduction to seek for permission to conduct research in the area of jurisdiction. The managers introduced the researcher to the participants in the study and consent from the respondents was sought. The nature and purpose of the study was explained to the respondents by the researcher. I assured respondents that all information given will be kept confidential and anonymity was be observed during the research. A copy of the final report was availed at the DEO for accessibility by the respondents. The purpose of observing the above was to enable the researcher win confidence and trust from respondents.

3.11 Conclusion

The methodological chapter has specified the research design, study population and sample size determined using Krejcie and Morgan (1970). Data was collected using self-administered questionnaires, interviews and document checklists. To ensure data quality control, strategies to be employed to ascertain validity and reliability were discussed .procedure for data collection was also explained in details. Data was analysed quantitatively using descriptive and inferential statistics generated by the statistical package of social scientists (SPSS) and qualitative data was analysed using content analysis. The chapter guided the research hence facilitated presentation, analysis and interpretation of results.

Chapter Four: Presentation and Analysis of data

4.1. Introduction

This chapter looks at the biographical data(gender of respondents, status of the child's school, ages of respondents, religions of respondents, occupations of respondents); parental involvement in education of their children; type of school system; economic status of parents; awareness of educational issues cultural issues and academic performance of pupils.

4.1.1 Biographical data

Gender of respondents

Respondents were requested to indicate their gender and the responses are shown in the Table 4.1.1 below;

Table 4.1 Gender of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
male	125	45.5	45.5	45.5
female	150	54.5	54.5	100.0
Total	275	100.0	100.0	

Source; Field data

From Table 4.1. 1, 125(45.5%) Of the respondents were males and 150(54.5%) were female. This implies that during the research study there were almost equal numbers of respondents, and responses were got from both genders.

4.1.2 Status of the Child's school.

The researcher sought to find out the status of the schools to which the children went, whether they were government-aided or privately owned. The responses are given in the Table below;

Table 4.2. Status of the Child’s school.

	Frequency	Percent	Valid Percent	Cumulative Percent
Private	85	30.9	30.9	30.9
Government aided	190	69.1	69.1	100.0
Total	275	100.0	100.0	

Source; Field data

From Table 4.2 above, 85(30.9%) of the parents had their children in private school and 190(69.1%) had their children in government-aided school. This means that there were more pupils in government-aided schools in this study.

4.1.3Age of respondent

The respondents were requested to indicate their ages and the results are shown in the Table below;

Table 4.3 Ages of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
20 to 25 years	20	7.3	7.3	7.3
26 to 29 years	115	41.8	41.8	49.1
30 and above	140	50.9	50.9	100.0
Total	275	100.0	100.0	

Source; Field data

From Table 4.3 above, 20(7.3%) of the respondents were aged between 20 and 25 years, 115(41.8%) were aged between 26 and 29 years and 140(50.9%) were aged 30

years and above. This means that respondents were drawn from different age groups and therefore there could be varied views.

4.1.4. Religion of respondents

Again respondents were asked to indicate their religious affiliations and results are shown in the Table below;

Table 4.4 Religions of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Christian	190	69.1	69.1	69.1
Islam	80	29.1	29.1	98.2
Others	5	1.8	1.8	100.0
Total	275	100.0	100.0	

Source; Field data

From Table 4.4. above, 190(69.1%) of the respondents were Christians, 80(29.1%) were Moslems and 5(1.8%) was from other religions. This implies that the research protocol used a cross-section of respondents to get varied views.

4.1.5. Occupation of respondents

Respondents were requested to indicate their occupations and their responses are presented in the Table below;

Table 4.5 occupation of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Teacher	70	25.5	25.5	25.5
Peasant	80	29.1	29.1	54.5

House wives	10	3.6	3.6	58.2
Tailors	15	5.5	5.5	63.6
Farmers	90	32.7	32.7	96.4
Nurses	5	1.8	1.8	98.2
Businessmen	5	1.8	1.8	100.0
Total	275	100.0	100.0	

Source; Field data

From Table 4.5 above, 70(25.5%) of the respondents were teachers, 80(29.1%) were peasants, 10(3.6%) were housewives, 15(5.5%) were Tailors, 90(32.7%) were Farmers 5(1.8%) was a Nurse and 5(1.8%) was a Businessmen. This means that respondents came from various occupations and their views were representative enough.

4.2 Academic performance of pupils in Kapchorwa District

Views were sought from respondents on academic performance of Pupils in Kapchorwa District, their responses were as on table 4.6.

Table 4.6.

	S.D	D	N.S	A	S.A	Mean	Std. Dev
Pupils perform well in reading exercise if their parents visit their schools	40(14.5%)	45(9.1%)	50(18.2%)	60(21.8%)	80(36.4%)	3.563	1.437
Pupils perform well in reading tests if their parents assist them in their homework	35(12.7%)	25(9.1%)	35(12.7%)	105(38.2%)	75(27.3%)	3.581	1.329
Pupils perform well if their parents' economic status is good	50(18.2%)	60(21.8%)	10(3.6%)	35(12.7%)	120(43.6%)	3.418	1.640
Pupil's perform well if their parents are invited in PTA meetings	50(18.2%)	50(18.2%)	10(3.6%)	40(14.5%)	125(45.5%)	3.509	1.631
Pupils perform well in numeracy if parents' culture allows them to do homework for them	45(16.4%)	30(10.9%)	20(7.3%)	75(27.3%)	105(38.2%)	3.600	1.498

Academic performance of pupils depends on the school status	55(20.0%)	40(14.5%)	25(9.1%)	50(18.2%)	105(38.2%)	3.400	1.593
Overall Mean \bar{X}						3.512	

Source; Field data

Legend

Mean Range	Response Mode	Interpretation
1.00-1.49	Strongly disagree	very Low
1.50-2.49	Disagree	Low
2.50-3.49	Neutral	Moderate
3.50- 4.49	Agree	High
4.50-5.00	Strongly Agree	Very High

From the above table, respondents were given the item: *Pupils perform well in reading exercise if their parents visit their schools* 40(14.5%) Strongly disagreed, 25(9.1%) disagreed 50(18.2%) were undecided, 60(21.8%) agreed 80(36.4%) Strongly agreed with the statement with a mean $\bar{X}=3.563$ and $SD= 1.437$. This data shows that 65(23.6%) of the respondents disagreed that pupils perform well in reading exercise if their parents visit their schools, while 50(18.2%) were not sure and 160(58.2%) agreed. This means that there was a high level of agreement.

Also, respondents were posed with the item: *Pupils perform well in reading tests if their parents assist them in their homework* 35(12.7%) Strongly disagreed, 25(9.1%) disagreed 35(12.7%) were undecided, 105(38.2%) agreed 75(27.3%) Strongly agreed with the statement with a mean $\bar{X}=3.581$ and $SD= 1.329$. This shows that 60(21.8%) of the respondents disagreed that pupils perform well in reading tests if their parents assist them in their homework, while 35(12.7%) were not sure and 180(65.5%) agree. This means that there was a high degree of agreement that pupils perform well if their parents assist them.

In addition, respondents were given the item: *Pupils perform well if their parents' economic status is good* 50(18.2%) Strongly disagreed, 60(21.8%) disagreed 10(3.6%) were undecided, 35(12.7%) agreed 120(43.6%) Strongly agreed with the statement with a mean $\bar{X}=3.418$ and $SD=1.640$. From this data, it shows that 110(40.0%) of the respondents disagreed while 10(3.6%) were not sure and 155(56.3%) agreed that pupils perform well if their parents' economic statuses were good. This means that there was a moderate level of agreement that pupils performed well if their parents' economic status was good.

Furthermore, respondents were given the item: *Pupil's perform well if their parents are invited in PTA meetings* 50(18.2%) Strongly disagreed, 50(18.2%) disagreed 10(3.6%) were undecided, 40(14.5%) agreed 125(45.5%) Strongly agreed with the statement with a mean $\bar{X}=3.509$ and $SD= 1.631$. This data shows that 100(36.4%) disagreed that pupils perform well if their parents are invited to PTA meeting, while 10(3.6%) were not sure and 165(60.0%) agreed. This means that there was a high level of agreement among respondents and that pupils perform well when their parents are invited in PTA meetings.

Also, respondents were posed with the item: *Pupils perform well in numeracy if parents' culture allows them to do homework for them* 45(16.4%) Strongly disagreed, 30(10.9%) disagreed 20(7.3%) were undecided, 75(27.3%) agreed 105(38.2%) Strongly agreed with the statement with a mean $\bar{X}=3.600$ and $SD=1.498$. This data shows that 75(27.3%) disagreed that pupils perform well in numeracy if parents' culture allows them to do homework for them, while 20(7.3%) were not sure and 180(65.5%) agreed. This means from the legend provided that there was a high level of agreement that pupils perform well if their parents had the culture of doing homework for their children.

Finally, respondents were given the item: *Academic performance of pupils depends on the school status* 55(20.0%) Strongly disagreed, 40(14.5%) disagreed 25(9.1%) were

undecided, 50(18.2%) agreed 105(38.2%) Strongly agreed with the statement with a mean $\bar{X}=3.400$ and $SD=1.593$. From the data provided, it shows that 95(34.5%) disagreed that academic performance of pupils depends on the school status, while 25(9.1%) were not sure and 155(56.4%) agreed. This means that there was a moderate level of agreement that academic performance of pupils depends on the school status.

4.3 Status of Parental involvement in provision of scholastic materials

This research sought to find out respondents' view about parental involvement in their children's school work and the results are presented in the Table 4.7 below;

Table 4.7: Status of Parental involvement in provision of scholastic materials

	S.D	D	N.S	A	S.A	Mean	Std. Dev
Parents provide enough pens and pencils for their children	100(36.4%)	95(34.5%)	25(9.1%)	20(7.3%)	35(12.7%)	2.254	1.364
Parents provide enough exercise books for their children	65(23.6%)	135(49.1%)	25(9.1%)	20(7.3%)	30(10.9%)	2.327	1.233
Parents provide enough reading material for their children	90(32.7%)	85(30.9%)	20(7.3%)	50(18.2%)	30(10.9%)	2.436	1.397
Parents provide their children with calculators	65(23.6%)	125(45.5%)	35(12.7%)	35(12.7%)	15(5.5%)	2.309	1.136
Parents provide their children with Mathematical sets	70(25.5%)	130(47.3%)	20(7.3%)	30(10.9%)	25(9.1%)	2.309	1.230
Parents provide their children with enough drawing books	90(32.7%)	110(40.0%)	15(5.5%)	45(16.4%)	15(5.5%)	2.218	1.227
Overall Mean \bar{X}						2.309	

Source; Field data

Legend

Mean Range

1.00-1.49

1.50-2.49

2.50-3.49

Response Mode

Strongly disagree

Disagree

Neutral

Interpretation

Very low

low

Moderate

3.50- 4.49	Agree	High
4.50-5.00	Strongly Agree	Very high

From the table above, respondents were asked to respond to the statement; *Parents provide enough pens and pencils for their children* 100(36.4%) Strongly disagreed, 95(34.5%) disagreed 25(9.1%) were undecided 20(7.3%), agreed 35(12.7%) Strongly agreed with the statement with a mean of \bar{X} = 2.254 and SD= 1.364. This data shows that 195(70.9%) disagreed, 25(9.1%) were not sure whether they *Parents provide enough pens and pencils for their children* while 55(20%) agreed that they attended teachers' seminars. From the level of disagreement shown by this data, it is evident that a good majority of the respondents do not provide enough pens and pencils for their children. From the legend provided above, it means that the level of provision of enough pens and pencils for their children by parents is low.

Also, respondents were given a statement that; *Parents provide enough exercise books for their children* 65(23.6%) Strongly disagreed, 135(49.1%) disagreed 25(9.1%) were undecided 20(7.3%), agreed 30(10.9%) Strongly agreed with the statement with a mean of \bar{X} = 2.327 and SD= 1.233. This means that 200 (62.7%) disagreed that *Parents provide enough exercise books for their children*, 25(9.1%) were not sure while 50(18.2%) agreed that *Parents provide enough exercise books for their children*. This also shows by way of numbers that a majority of respondents did not keep in touch with the teachers of their children to know which books were needed. From the legend, it means that *Parents' provision enough exercise books for their children* of was low

Again, respondents were posed with a statement *Parents provide enough reading material for their children* 90(32.7%) Strongly disagreed, 85(30.9%) disagreed 20(7.3%) were undecided 50(18.2%), agreed 175(10.9%) Strongly agreed with the statement with a mean of \bar{X} = 2.436 and SD=1.397. This shows that 175(63.6%) of the respondents disagreed, 20(7.3%) were not sure while 80(29.1%) agreed that *Parents provide enough reading material for their children*. This means that parents do not provide enough reading material to their children

Further still, respondents were given the item as *Parents provide their children with calculators* 65(23.6%) Strongly disagreed, 125(45.5%) disagreed 35(12.7%) were undecided 15(5.5%), agreed 15(5.5%) Strongly agreed with the statement with a mean of $\bar{X}=2.309$ and $SD= 1.136$. From this data, it shows that 190(69.1%) of the respondents disagreed that parents provide their children with calculators and 35(12.7%) were undecided while 30(11.0%) agreed that they monitored the progress of their children. This means that a good majority of parents did not provide their children with calculators and there was a low level of involvement as far as monitoring was concerned.

Again respondents had to give their opinions on *Parents provide their children with Mathematical sets* 70(25.5%) Strongly disagreed, 130(47.3%) disagreed 20(7.3%) were undecided 30(10.9%), agreed 25(9.1%) Strongly agreed with the statement with a mean of $\bar{X}= 2.309$ and $SD= 1.230$. From this data, it means that 200(72.8%) disagreed that Parents provide their children with Mathematical sets. While 20(7.3%) were not sure and 55(20.0%) agreed. This means that a good majority of Parents did provide their children with Mathematical sets. This also means, from the legend that there is a low level of parental involvement in their children with Mathematical sets.

Further still, respondents were asked whether *Parents provide their children with enough drawing*. 90(32.7%) Strongly disagreed, 110(40.1%) disagreed 15(5.5%) were undecided 45(16.4%), agreed 15(5.5%) Strongly agreed with the statement with a mean of $\bar{X}=2.218$ and $SD= 1.227$. This shows that 200(72.8%) disagreed while 15(5.5%) were not sure and 60(21.9%) agreed that Parents provided their children with enough drawing. This means that a good majority of parents did not provide their children with enough drawing and therefore the level of involvement was low.

The above results agree with results from interviews, for example, one Htr said

“Some of our parents try their best to provide scholastic materials for their children but majority do not provide all that is required making their children struggle during the teaching and learning process”

4.3.1: Effect of Parental Involvement on provision of scholastic materials on Academic performance of Pupils in Kapchorwa

Table 4.8: Model summary for Effect of Parental Involvement on provision of scholastic materials on Academic performance of Pupils in Kapchorwa

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
						F Change	df1	df2	
1	.478 ^a	.229	.214	6.86630	.229	15.71	1	53	.000

a. Predictors: (Constant), Parental Involvement on provision of scholastic materials

From the table, It was found that $R^2 = .229$ which means that 22.9% of pupils' academic performance is predicted by the parental involvement in provision scholastic materials to their children and the remaining 77.1% is accounted for by other factors. Since the sig value is 0.00 which is less than 0.05, it means that Parental Involvement on provision of scholastic materials had a significant effect on Academic performance of Pupils in Kapchorwa.

4.4 Parental involvement in feeding children at school on academic performance of pupils in the primary schools in Kapchorwa

Table 4.9: Status of Parental involvement in feeding of Pupils

	S.D	D	N.S	A	S.A	Mean	Std. Dev
Parents contribute money for mid-day meals	55(20.0%)	100(36.4%)	50(18.2%)	55(20.0%)	15(5.5%)	2.854	2.863
Parents pack snacks for their children	65(23.6%)	80(29.1%)	70(25.5%)	35(12.7%)	25(9.1%)	2.545	1.244
Food is served timely at school	40(14.5%)	105(38.2%)	35(12.7%)	65(23.6%)	30(10.9%)	2.781	1.272
Enough food is served	40(14.5%)	110(40.0%)	15(5.5%)	70(25.5%)	40(14.5%)	2.854	1.352
Attitude towards parents contribution for meals is low	45(16.4%)	105(38.2%)	30(10.9%)	65(23.6%)	30(10.9%)	2.745	1.294
Overall Mean \bar{X}						2.756	

Source; Field data

Legend

Mean Range	Response Mode	Interpretation
1.00-1.49	Strongly disagree	Ineffective
1.50-2.49	Disagree	Least effective
2.50-3.49	Neutral	Moderate
3.50- 4.49	Agree	Effective
4.50-5.00	Strongly Agree	Very effective

According to the above table, respondents were posed with the item: *Parents contribute money for mid-day meals* 55(20.0%) Strongly disagreed, 100(36.4%) disagreed 50(18.2%) were undecided 55(20.0%) agreed 13(5.5%) Strongly agreed with the statement with a mean of \bar{X} = 2.854 and SD= 2.863. This data shows that 155(56.4%) of the respondents disagreed, while 50(18.2%) were undecided and 70(25.5%) agreed.

From the level of agreement provided by the legend above, it means that there was a moderate agreement that Parents contribute money for mid-day meals.

Also, respondents were given the item: *Parents pack snacks for their children* 65 (23.6%) Strongly disagreed, 80(29.1%) disagreed 70(25.5%) were undecided 35(12.7%) agreed 25(9.1%) Strongly agreed with the statement with a mean of $\bar{X}= 2.545$ and $SD= 1.244$. This shows that 145(52.7%) of the respondents disagreed that Parents pack snacks for their children, while 70(25.5%) were undecided and 60(21.8%) agreed. From the level of agreement given by the legend, it means that there was moderate agreement that parents pack snacks for their children. This may be common in towns but in villages, such is not common.

Further more, respondents were given the item: *Food is served timely at school* 40(14.5%) Strongly disagreed, 105(38.2%) disagreed 35(12.7%) were undecided 65(23.6%) agreed 30(10.9%) Strongly agreed with the statement with a mean of $\bar{X}= 2.781$ and $SD= 1.272$. This means that 145(52.7%) of the respondents disagreed with the statement, while 35(12.7%) were undecided and 95(34.5%) agreed. From the level of agreement given by the legend, it means that there where as some parents who were not mindful of what their children eat at school, many other parents want their children to eat at school.

Furthermore respondents were posed with the item: *Enough food is served* 40(14.5%) Strongly disagreed, 110(40.0%) disagreed 15(5.5%) were undecided 70(25.5%) agreed 40(14.5%)Strongly agreed with the statement with a mean of $\bar{X}= 2.854$ and $SD= 1.352$. This data shows that 150(54.5%) of the respondents disagreed with the statement while 15(5.5%) were undecided and 110(40.0%) agreed. From the level of agreement given by the legend, it means that when parents provide money for mid-day meals, enough food is provided to their children depending on the amount of food that is enough for a given child.

Lastly, respondents were given the item: *Attitude towards parents contribution for meals is low* 45(16.3%) Strongly disagreed, 105(38.2% disagreed 30(10.9%) were undecided 65(23.6%) agreed 30(10.9%) Strongly agreed with the statement with a mean of $\bar{X} = 2.745$ and $SD = 1.294$. This information shows that 150(54.5%) of the respondents disagreed while 30(10.9%) were not sure and 95(34.9%) agreed. From the level of agreement given by the legend, it means that whereas parents are aware of their Children’s need to eat at school, some of them are just adamant. Also from the overall mean of $X = 2.756$, it means that schools moderately attempted to involve parents in their children’s performance.

The results from interview agree with data collected from Questionnaires.

One Htr said;

“Some parents pay for meals while others do not pay, meaning that those who do not eat at school are allowed to go home for lunch which affects their attendance to lessons in the afternoon as some may not even return”

Another Htr said;

“Afternoon lessons are usually not good because those who come from far remain without eating and therefore are never attentive in class because of hunger”

4.4.1: Effect of Parental Involvement parental involvement in feeding their children on Academic performance of Pupils in Kapchorwa

Regression analysis was performed and the results obtained are presented in the table below;

Table 4.9.1: Model summary on effect of Parental Involvement parental involvement in feeding their children on Academic performance of Pupils in Kapchorwa

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				Sig. F Change
					R Square Change	F Change	df1	df2	
1	.408 ^a	.166	.114	6.20543	.1661	31.132	1	53	.000

a. Predictors: (Constant), Feeding

From the table above, it was realized that $R^2=.166$ $p=.000$. This means that 16.6% of pupils' performance parental involvement in feeding their children and the remaining 83.4 % by other factors. Since the P value is $0.00 < 0.05$, it meant that Parental involvement in feeding had a significant effect on academic performance of pupils in Kapchorwa district.

4.5 Status of Parental involvement in Discipline of their Children

Table 4.10: Status of Parental involvement in Discipline of their Children

	S.D	D	N.S	A	S.A	Mean	Std. Dev
Parents often communicate with teachers on behavior of their children at school	15(5.5%)	55(20.0%)	20(7.3%)	100(36.4%)	85(30.9%)	3.672	1.262
Parents often attend meetings about discipline of their children in school	30(10.9%)	40(14.5%)	20(7.3%)	115(41.8%)	70(25.5%)	3.563	1.316
Parents often do follow ups on the behavior of their children	35(12.7%)	40(14.5%)	15(5.5%)	115(41.8%)	70(25.5%)	3.527	1.358
Parents provide counseling and guidance services during their visits to schools	40(14.5%)	40(14.5%)	10(3.6%)	115(41.8%)	70(25.5%)	3.490	1.399
Parents take part in disciplining their children at school	45(16.4%)	40(14.5%)	20(7.3%)	100(36.4%)	70(25.5%)	3.400	1.435
Overall Mean \bar{X}						3.530	

Source; Field data

Legend

Mean Range

1.00-1.49

1.50-2.49

2.50-3.49

3.50- 4.49

4.50-5.00

Response Mode

Strongly disagree

Disagree

Neutral

Agree

Strongly Agree

Interpretation

Ineffective

Least effective

Moderate

Effective

Very effective

According to the table 4.10 above, respondents were given the item: *Parents often communicate with teachers on behavior of their children at school*, 15(5.5%) Strongly disagreed, 55(20.0%) disagreed 20(7.3%) were undecided, 100(36.4%), agreed 85(30.8%) Strongly agreed with the statement with a mean $\bar{X}=3.672$ 1.262. This data shows that 70(25.5%) of the respondents disagreed, while 20(7.3%) were undecided and 185(67.2%) agreed that Parents often communicate with teachers on behavior of their children at school. From the level of agreement given by the legend, it means that Parents often communicate with teachers on behavior of their children at school.

Also, respondents were posed with the item Parents often attend meetings about discipline of their children in school, 30(10.9%) Strongly disagreed, 40(14.5%) disagreed 20(7.3%) were undecided, 115(41.8%), agreed 70(25.5%) Strongly agreed with the statement with a mean $\bar{X}=3.563$ 1.316. This shows that 70(25.4%) of the respondents disagreed, while 20(7.3%) were undecided and yet 185(67.3%) agreed that being aware of educational issues is what makes them pay school fees. This also means that it is effective.

In addition, respondents were given the item: *Parents often do follow ups on the behavior of their children*, 35(12.7%) Strongly disagreed, 40(14.5%) disagreed 15(5.5%) were undecided, 115(41.8%), agreed 70(25.5%) Strongly agreed with the statement with a mean $\bar{X}=3.527$ and an $SD= 1.358$. This data also shows that 75(27.2%) of the respondents disagreed, while 15(5.5%) were undecided and 185(67.3%) agreed. This also means from the agreement level given by the legend that it was effective.

Furthermore, respondent were posed with the item: *Parents provide counseling and guidance services during their visits to schools*, 8(14.5%) Strongly disagreed, 40(14.5%) disagreed 10(3.6%) were undecided, 115(41.9%), agreed 70(25.5%) Strongly agreed with the statement with a mean $\bar{X}=3.490$ 1.399. This data also shows that 80(29.0%) of the respondents disagreed while 10(3.6%) were undecided and 185(67.3%) agreed. From the

level of agreement given by the legend, it means that it was effective that Parents provide counseling and guidance services during their visits to schools.

Lastly, respondents were given the item: *Parents take part in disciplining their children at school*, 45(16.4%) Strongly disagreed, 40(14.5%) disagreed 20(7.3%) were undecided, 100(36.4%), agreed 70(25.5%) Strongly agreed with the statement with a mean \bar{X} = 3.400 1.435. This data shows that 85(30.9%) of the respondents disagreed, while 20(7.3%) were undecided and 170(61.9%) agreed. Also, from the legend given above, it means that it was effective.

4.5.1: Effect of Parental Involvement in discipline on Academic performance

The researcher went ahead and did a regression analysis to find out the level of prediction awareness had on pupils' performance. The results are presented in the table 4.11 below;

Table 4.11: Model summary for Effect of Parental Involvement in discipline on Academic performance

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
						F Change	df1	df2	
1	.143 ^a	.021	.002	7.73769	.021	1.111	1	53	.297

a. Predictors: (Constant), Parental Involvement in Discipline

From the table above, $R^2=.021$ which means that 2.1% of parental involvement in discipline predicts pupils' performance and the remaining 97.9% are predicted by other factors. Since P-value was 0.297 which is greater than 0.05, it meant that discipline had no significant effect on academic performance in Kapchorwa.

4.6 Multiple regression

When a regression was done to ascertain which of the three contributed more to Academic performance of Pupils in primary schools in Kapchorwa, It was found that Parental involvement on Provision of scholastic material contributed the highest with

beta value of 0.302 followed by feeding with Beta value of 0.285 and the least was parental involvement in discipline of their children with a beta value of 0.059.

Chapter Five: Discussion of Findings

5.0. Introduction

This chapter discusses the findings of the study objective by objective beginning with objective one. It also includes cross-referencing of the findings from related literature and other materials.

5.1 Discussion of findings

5.1.1 Objectives 1: To examine the influence of parental involvement in provision of scholastic materials on academic performance of pupils in the primary schools in Kapchorwa District.

Parents have a key role as key educators in the careers of their children. By working with, schools, parents can develop their children's attitudes towards learning, by helping to ensure that their children achieve their full potential. This corporation of working together also provides schools with a clearer understanding of children's home circumstances and personal achievements. Effective parental involvement support helps parents to understand what their children are learning, how well they are doing it and how they can support learning in the home environment. Good communication will allow schools and parents to respond quickly and effectively to emerging issues and concerns.

The findings of the study indicated that $R^2=.229$ which means that 22.9% of pupils' academic performance is predicted by the parental involvement in provision scholastic materials to their children and the remaining 77.1% is accounted for by other factors. Since the sig value is 0.00 which is less than 0.05, it means that Parental Involvement on provision of scholastic materials had a significant effect on Academic performance of Pupils in Kapchorwa. The results of this study agree with those of Mugumya (2014) who asserts that parenting encompasses several factors such as effective communication, meeting basic needs, and supplying learning materials, all of which are essential to the teaching and learning process. Therefore, the researchers emphasize that the availability of educational resources is vital in affecting students' academic

performance. Conversely, neglecting this aspect can significantly hinder students' academic success. As primary contributors to the education system, parents must fulfill this responsibility to help their children succeed academically. The notion that parents providing educational materials to their children reflects their involvement in their education further aligns with the consistency observed between the current study's findings and those from earlier research.

The findings also resonate with those of Nyarko's (2011) study, which examined how parental engagement in education affects students' academic achievements in Ghana. The findings show a positive and significant link between mothers' involvement in school and children's academic performance. Notably, there was no significant correlation found between fathers' involvement in school and students' academic success. Lesanjir (2013) also studied the impact of parental participation on the academic success of girls in public primary schools in Samburu County, Kenya. The findings revealed that a one-unit increase in parental involvement leads to an increase of 0.787 in academic performance scores. Additionally, Koros et al. (2006) reported a positive relationship between parental involvement and students' performance. One of the simplest and most direct ways for parents to engage in their children's education is by providing the essential educational materials needed for the teaching and learning process.

5.1.2 Objective 2. To examine the influence of parental involvement in feeding children at school on academic performance of pupils in the primary schools in Kapchorwa District.

The findings from the study show that feeding pupils at school has a far-reaching effect on their academic performance. If a child is fed well, he or she will have energy to concentrate and learn. When a regression analysis was done to ascertain whether or not feeding had any effect on the academic performance of children in Kapchorwa, it was found that $R^2 = .166$ $p = .000$. This means that 16.6% of pupils' performance of parental involvement in feeding their children and the remaining 83.4% by other factors. Since the P value is $0.00 < 0.05$, it meant that Parental involvement in feeding had a significant effect on the academic performance of pupils in Kapchorwa district. These findings align with those of Smith et al.

(2018), who observed higher attendance rates among students who received regular meals through the program compared to those who did not. Smith et al. attributed this increase in attendance to the provision of nutritious meals, which addressed hunger and provided students with the necessary energy and focus to consistently attend school, ultimately impacting their academic performance. Similarly, Johnson and Hernandez (2019) conducted a study that investigated the impact of a school nutrition program on attendance rates and found a significant increase among participating students. Thus, the provision of regular meals through the program contributes to higher attendance rates, leading to an overall improvement in the academic performance of the students involved. While outside the scope of the present study, it is conceivable that parent involvement may influence the child's perception of cognitive competence by means described by Bandura (1977).

5.1.3 Objective three: To examine the Effect of Parental Involvement in discipline on Academic performance.

The findings indicate that there was a small positive relationship between Parental Involvement in discipline and Academic performance. The results further explained that, $R^2=.021$ which meant that 2.1% of parental involvement in discipline predicts pupils' performance and the remaining 97.9% are predicted by other factors. Since P-value was 0.297 which is greater than 0.05, it meant that discipline had no significant effect on academic performance in Kapchorwa. The study's findings support Albert Bandura's social learning theory, which contends that modeling is how people pick up new behaviors. According to Bandura, children model behaviors from their environment, which has a significant impact on their behavior and actions (Global Initiative to End All Corporal Punishment of Children, 2016). This theory holds that children are surrounded by a variety of role models, including peers, parents, teachers, and fictional characters on television (Mwaniki, 2018). These role models display a range of behaviors, and kids are likely to copy what they see in them, whether it's appropriate or not. For instance, according to Bandura's theory, children who witness their parents acting with compassion, kindness, or aggression are more likely to imitate and observe in order to show their own behavior. As a result, the theory highlights how social institutions teach behavior and how the environment can have a positive or negative impact on it (Eickers, 2023). The

findings disagreed with a study by Alvarez (2022) in California with a purpose to examine the importance of parental involvement in shaping the discipline of learners and how it helps students achieve academic success. Given the difficulty of having parents involved in school in California, the study examined whether one-size-fits-all parental involvement could benefit students' future education. The findings revealed that parental involvement was a critical component to students' discipline and academic success leading them to higher education. The study further established that significant accommodation would need to be made by school principals to tailor to each family's needs in order to get parents involved in schools. This study, however, was in the context of California in the United States of America and cannot be overgeneralized to fit the realities of Kenya, hence the geographical gap that the current study sought to address.

CHAPTER SIX

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

6.0. Introduction

This chapter gives a summary, conclusion and recommendations to the study.

6.1 Summary of the findings

The study showed that parental involvement is crucial to the academic performance of the child. From the study, it was found that Parental involvement in the provision of Scholastic materials and parental involvement in the feeding of children had a significant effect on the academic performance of children at primary schools in Kapchorwa while Parental involvement in the discipline of their children had a low positive correlation but with no significant effect on academic performance of the children in primary schools in Kapchorwa district.

6.1.1 Objective one: To examine the influence of parental involvement in provision of scholastic materials on academic performance of pupils in the primary schools in Kapchorwa District.

The findings of the study indicated that $R^2=.229$ which means that 22.9% of pupils' academic performance is predicted by parental involvement in the provision of scholastic materials to their children and the remaining 77.1% is accounted for by other factors. Since the sig value is 0.00 which is less than 0.05, it means that Parental Involvement on provision of scholastic materials had a significant effect on the Academic Performance of Pupils in Kapchorwa.

6.1.2 Objective Two: To examine the influence of parental involvement in feeding children at school on academic performance of pupils in the primary schools in Kapchorwa District.

The findings from the study show that feeding pupils at school has a far-reaching effect on their academic performance. If a child is fed well, he or she will have energy to

concentrate and learn. When a regression analysis was done to ascertain whether or not feeding had any effect on the academic performance of children in Kapchorwa, it was found that $R^2=.166$ $p=.000$. This means that 16.6% of pupils' performance of parental involvement in feeding their children and the remaining 83.4 % by other factors. Since the P value is $0.00 < 0.05$, it meant that Parental involvement in feeding had a significant effect on the academic performance of pupils in Kapchorwa district

6.1.3 Objective three: To examine the Effect of Parental Involvement in discipline on Academic performance.

The findings indicate that, there was a small positive relationship between Parental Involvement in discipline and Academic performance. The results further explained that, $R^2=.021$ which meant that 2.1% of parental involvement in discipline predicts pupils' performance, and the remaining 97.9% is predicted by other factors. Since P-value was 0.297 which is greater than 0.05, it meant that discipline had no significant effect on academic performance in Kapchorwa.

6.2.1 Recommendations

The findings of this study that investigated the constructs of parental involvement revealed that since the factors of parental involvement were in the order of From the table above, It is therefore recommended that;

1. Parents should have sensitization programmes about their involvement in their children's academic performance so as to raise awareness.
2. Parents should be given financial assistance to raise their economic statuses so as to contribute positively to their involvement in their children's academic performance.
3. Cultural practices that hinder parents involvement in their children's academic performance should be discouraged
4. Schools should be encouraged to create systems that encourage pupil academic performance.

6.2.2 Recommendations for further research

It is recommended the research be done in the following areas;

1. Cultural issues that hinder parental involvement in the academic performance of their children.
2. Research should be done on what systems that encourage improve' pupil academic performance.
3. Research should also be done on the type of programmes that encourage parents to be involved in their involvement in their children's academic performance.

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Appendix A: Questionnaires

Dear respondent, I am Siwa David doing a degree of Master of Education in Educational Planning and Management at Uganda Christian University. I am doing a research on **Parental involvement and student achievement in secondary schools in Kapchorwa district**. The information you give will be treated with utmost confidentiality. Please do not write your name anywhere on this questionnaire.

Thank you.

SECTION A: BIODATA

1. What is your gender? (a) male () (b) female ()
2. What is the status of your school? (a) Private () (b) Government ()
3. What is your class? (a) S1 () (b) S2. () (c) S3 () (d) S4 () (e) S5 () (f) S6 ()
4. What is your age? (a) 12-15yrs. () (b) 16- 19 yrs. () (c) 19 yrs and above. ()
5. Religion 1. Christian () 2. Islam () 3. Traditional () 4. Others ()

SECTION: B

This section is structured on a five-point scale of A: Strongly agree (4), B: agree (3), C: disagree (2) and D: strongly disagree (1).

Please tick as appropriate to the questions in the spaces provided. Please provide answers to all

the questions in the questionnaire.

SN	ITEM	5	4	3	2	1

Parental involvement in provision of scholastic Materials						
1	Parents provide enough pens and pencils for their children					
2	Parents provide enough exercise books for their children					
3	Parents provide enough reading material for their children					
4	Parents provide their children with calculators					
5	Parents provide their children with Mathematical sets					
6	Parents provide their children with enough drawing books					
Parental involvement in feeding of children						
11	Parents contribute money for mid-day meals					
12	Parents pack snacks for their children					
13	Food is served timely at school					
14	Enough food is served					
15	Attitude towards parents contribution for meals is low					
Parental involvement in discipline of children						
16	Parents often communicate with teachers on behavior of their children at school					
17	Parents often attend meetings about discipline of their children in school					
18	Parents often do follow ups on the behavior of their children					

19	Parents provide counseling and guidance services during their visits to schools					
20	Parents take part in disciplining their children at school					
Academic performance of pupils						
26	Academic performance of pupils is improved by the parent's involvement					
27	Academic performance of pupils is improved by the parent's visitation of their schools					
28	Academic performance of pupils is improved by the parent's involvement in PTA meetings					
29	Academic performance of pupils is affected by the parent's economic status					
30	Academic performance of pupils is affected by the culture of the parent					
31	Academic performance of pupils is improved by the parent's awareness of educational issues					
32	Academic performance of pupils is improved by the school status					
33	Academic performance of pupils is improved if the school allows time for the pupils to do their work					
34	Academic performance of pupils is improved by the parent's involvement					

END THANK YOU

APPENDIX C: Interview Guide

INTERVIEW GUIDE ON PARENTAL INVOLVEMENT IN SCHOOL ACTIVITIES

1. Are parents involved in the school activities

2. Do you offer parent workshops or training?

Yes No

If yes, can you comment on parents' attendance to these workshops or training?

3. Do parents participate in planning classroom activities with the teacher?

Yes No

Please explain.

4. Do parents participate in planning school trips for their children?

Yes No

Please explain.

5. Do parents talk to teachers about their children's learning and behaviour?

6. Do they volunteer in their children's classrooms?

7. Do parents participate in fundraising activities for the school activities?

Yes No

If yes, what kind of assistance is offered by parents during the fundraising period?

8. Do parents go on school trips with their children?

9. Do parents at your ECD centre support each other? Yes No

If yes, how?

10. Are there any activities that parents are involved in at this school that I have not mentioned?

Yes No

If yes, please mention the activities and how they are involved?

C. Factors that enhance parent involvement in school activities

11. Which factors enhance parent involvement at the school ?

12. Are there any other factors that enable parents to be involved?

Yes No

If yes, what are the factors?

D. Factors that inhibit parent involvement in school activities

Which factors inhibit parent involvement in school activities?

E. What are some of the challenges that parents face in getting involved in school activities?



**UGANDA CHRISTIAN
UNIVERSITY, MBALE UNIVERSITY COLLEGE.**
A Centre of Excellence in the Heart of Africa

Office of the Academic Registrar

To

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss Rev SINA David
Of Registration Number, 518/M.Sc./MED/012 pursuing a
Masters' Degree/Postgraduate Diploma / Bachelor's Degree
Master's degree on educational planning and Administration
He/ she is required to carry out an academic research on the topic
Parental involvement and academic performance in the primary school of Kapchorwa district
and thereafter produce a well bound hard cover research report (MAROON) in color for
undergraduate and three (BLACK) copies for Postgraduate students as a University
requirement for the award of a degree/diploma in the academic discipline that he /
she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.
Thank you.

Yours faithfully,

Janet

Samari Janet Chesakit (Mrs)
Ag. Academic Registrar



APPENDIX: I

TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN POPULATION

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: "N" is population size "S" is sample size.

Krejcie, Robert V., Morgan, Daryle W., "Determining Sample Size for Research Activities", Educational and Psychological Measurement, 1970

APPENDIX II

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
What is your gender?	124.0727	846.143	-.123	.	.859
What is the status of your child's school?	123.9273	849.476	-.254	.	.859
What is your age?	123.1818	847.040	-.126	.	.859
What is your religion?	124.2545	843.008	-.017	.	.858
What is your occupation?	121.7091	795.358	-.012	.	.915
I attend teacher seminars	123.3636	812.791	.362	.	.854
I keep in touch with my children's teachers	123.2909	817.692	.334	.	.854
I'm interested to know what the school offers to my child	123.1818	803.226	.475	.	.852
I monitor my child's progress	123.3091	809.551	.494	.	.852
I help my child with home assignments	123.3091	807.180	.488	.	.852
I ensure that my child completes home assignments	123.4000	806.281	.502	.	.852
I hire private teachers for my child	123.6545	807.971	.563	.	.852
I learn about my rights from my child's learning	123.5091	814.514	.454	.	.853
I co-operate with teachers and other members of staff to control my child's behaviour	123.3091	808.069	.495	.	.852
I encourage my child to read and make use of the library	123.3818	810.944	.495	.	.853
I encourage my child to be responsible	122.9818	804.796	.513	.	.852

I encourage my child to embrace teamwork during revision	123.0364	805.221	.525	.	.852
I encourage active learning to my child	123.0364	828.332	.108	.	.859
I monitor my child's usage of television, videos, games and internet	123.4364	814.917	.385	.	.854
I'm a member of Parent-Teacher association	123.4364	816.510	.338	.	.854
The school of my child usually has time for personal work while at school	122.7636	790.036	.277	.	.857
The school of my child usually has time for revision of previous work	123.0727	799.698	.590	.	.851
The school of my child usually allows parents to visit the school	122.8364	803.028	.529	.	.851
The school of my child usually allows parents to attend PTA meetings	122.7636	804.221	.479	.	.852
The school of my child usually allows parents to see their children's academic performance	122.8727	803.780	.509	.	.852
The economic status of the parents allows them to monitor their children's academic performance	122.7273	795.869	.565	.	.850
The economic status of the parents allows them to provide for their children's academic performance	122.5636	796.325	.510	.	.851
The economic status of the parents allows them to assist their children to do their homework	122.5636	792.473	.587	.	.850

The economic status of the parents allows them to evaluate their children's academic performance	122.6000	794.726	.626	.	.850
The economic status of the parents allows them to have time with their children so as to improve their children's academic performance	122.5455	800.438	.533	.	.851
Being aware of educational issues is what makes me to be involved in my child's education	121.9455	799.830	.579	.	.851
Being aware of educational issues is what makes me to pay school fees	122.0545	799.238	.562	.	.851
Being aware of educational issues is what makes me to attend PTA meetings	122.0909	792.899	.628	.	.850
Being aware of educational issues is what makes me help my child with homework	122.1273	789.446	.654	.	.849
Being aware of educational issues is what makes me to visit my child's school	122.2182	794.285	.574	.	.850
My culture does not allow me to help my child with homework	122.9273	839.106	.007	.	.860
My culture does not allow me to visit my child's school	123.2909	819.618	.270	.	.855
My culture does not allow me to ask about my child's performance	123.1455	817.238	.277	.	.855
My culture does not allow me to attend PTA meetings	123.1818	822.411	.233	.	.856
My culture does not allow me to ask school administration about my child's performance	123.1091	824.580	.210	.	.856

Pupils perform well in reading exercise if their parents visit their schools	122.0545	806.312	.422	.	.853
Pupils perform well in reading tests if their parents assist them in their homework	122.0364	813.665	.361	.	.854
Pupils perform well if their parents' economic status is good	122.2000	788.348	.562	.	.850
Pupils perform well if their parents are invited in PTA meetings	122.1091	788.988	.558	.	.850
Pupils perform well in numeracy if parents' culture allows them to do homework for them	122.0182	793.944	.552	.	.850
Academic performance of pupils depends on the school status	122.2182	799.581	.451	.	.852