

**PASTORAL PARENTS' INVOLVEMENT IN EDUCATION AND PUPILS'
PRIMARY SCHOOL COMPLETION: A CASE OF KAABONG DISTRICT**

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**UGANDA CHRISTIAN
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DECLARATION

I, Acheng Molly, hereby declare that this study is my original work and has never been presented to any university for any award.

Signed: Date

.....12/12/2021.....


APPROVAL

I hereby certify that the dissertation has been done under my supervision and is now submitted to the Faculty of Education, Uganda Christina University.

Signed: ...  Date: 8/12/2024

Christine Margaret Okurut Ibore (PhD)

DEDICATION

I lovingly dedicate this work to my dear parents, Mr. and Mrs. Peter Okello - Awio, my wonderful sister Mirriam, and my beloved children, Benjamin and Betsy. Your unwavering love and support have been my constant source of strength throughout my academic journey. Thank you for always being there for me and for believing in me every step of the way.

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LIST OF ACRONYMS

EFA	Education for All
ESSP	Education Sector Strategy Plan
DEO	District Education Officer
FGD	Focus Group Discussion
IEC	Information Education Communication
KII	Key Informant Interviews
MoES	Ministry of Education and Sports
PLE	Primary Leaving Examination
SPSS	Scientific Packages for Social Scientists

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ABSTRACT

This study examined the influence of pastoral parents' involvement on primary school completion in Kaabong District, Uganda, focusing on parental feeding, guidance at home, and provision of school materials. A case study design was employed, with data collected from 72 respondents, including education managers, headteachers, parents, teachers, and school committee members. Data were collected using questionnaires and interviews and analyzed using SPSS for quantitative data and thematic analysis for qualitative data. Correlation analysis revealed significant positive relationships between parental involvement variables and pupils' completion of primary education. Specifically, pastoral parents' feeding of children correlated strongly with school completion ($r = 0.839$, $p < 0.01$), parental guidance at home ($r = 0.713$, $p < 0.01$), and provision of school materials ($r = 0.786$, $p < 0.01$). Multiple linear regression analysis confirmed these findings: parental feeding significantly predicted completion rates ($\beta = 0.837$, $t = 12.876$, $p < 0.001$, Adjusted $R^2 = 0.699$), parental guidance at home positively influenced completion ($\beta = 0.663$, $t = 8.506$, $p < 0.001$, Adjusted $R^2 = 0.505$), and provision of school materials was a strong predictor ($\beta = 0.649$, $t = 10.647$, $p < 0.001$, Adjusted $R^2 = 0.613$). Qualitative findings corroborated these results, indicating that well-fed children, guided learners, and pupils with adequate school materials were more likely to remain in school and complete the primary cycle.

The study concluded that pastoral parents' involvement through feeding, guidance, and provision of school requirements is critical for enhancing primary education completion in Kaabong District. Recommendations included organizing parental nutrition workshops, establishing school gardens, holding regular teacher-parent meetings, and promoting income-generating activities to enable parents to support their children's education more effectively.

CHAPTER ONE

INTRODUCTION

Parents' involvement in the education of their children is a key determinant of the collaboration between the government and the community in the provision of education. This collaboration should result in pupil's persistence until completion of the primary school cycle and in better learning outcomes.

Pastoralists are well familiar with the weather, geology, hydrology, flora, fauna, and disease patterns of a large geographic area. In terms of inventory, this is a powerful body of knowledge that few contemporary scientists can equal. To support the symbolic order of pastoralism, knowledge of these values and standards should be shared and interpreted through normative

This study therefore was set out to examine how pastoralist parents were involved in the education of their children contributes to higher primary school completion in Kaabong District in Karamoja sub-region in North-Eastern Uganda. This chapter presents the background to the study, the statement of the problem, purpose and objectives of the study, research questions, scope and significance of the study, the conceptual framework and the definition of key terms.

1.1 Background to the Study

According to Walters et al., (2022), children's learning is affected by three main factors: those related to the learner, the learning environment, and the teacher. It is important to note that regarding the learning environment, children have two basic learning environments - one at school and one at home.

Teachers play a significant role in the learning process while the child is in school. Similarly, while at home, the parents also have a significant role they play. While the teachers' role in the children's learning appears obvious, that of the parent cannot be taken for granted. Often, parents have been called upon to actively participate in the education of their children (Lavidas et al., 2022).

From a historical perspective, pastoral parents were involved in indigenous education of their children but when formal education was introduced parents were no longer at the forefront. 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. 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 play a crucial role in helping their children learn (Sianturi et al., 2022).

Indeed, according to Ayikoru (2024), 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 Karamoja, it requires one to carry out an empirical study to ascertain the authenticity of these deductions, 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.

Hornby & Lafaele, (2023) define parental involvement as the contribution of parents in the upbringing and education of their own child both at home and at school. It is important to note that parents understand their involvement differently depending on many factors. In addition to background and situational characteristics like socioeconomic and ethnic-cultural background, language skills, educational level, home situation, religion, and health situation, parents' perception of their involvement in their children's education is influenced by their behavior, beliefs, mentality, conviction, and aspiration (Kong & Yasmin, 2022). Good parenthood in the home environment seems to be the most important component in parental guiding (Hill, 2022).

This factor is characterized by the establishing of a safe and stable home setting, stimulation of intellectual development e.g. by discussions between parent and child, modeling, disseminating the importance of education and fostering high expectations about children's success. This in totality is the guidance parents provide their children at home to reinforce what the school offers (Schmid & Garrels, 2021).

According to Union (2014), African pastoralism is characterized by a strong reliance on cattle as a source of social and economic well-being as well as different forms of strategic mobility to get grazing and water resources in regions with high rainfall unpredictability. According to Hatfield and Davies (2007), pastoralism is any primarily livestock-based

production system that is expansive in scope and makes use of some kind of cattle mobility.

Pastoralists are people who primarily depend on animals for their food and income. In addition to using livestock for survival and sale, they use it to define their cultural identity. The pastoralist population in East Africa and Uganda is heterogeneous, with different sociocultural configurations, production methods, and ethnic characteristics (ODI 2010).

Pastoralism combines a dependence on livestock with social structures and traditional practices, specific beliefs and institutions, and sets of laws and customs. By necessity, the definition involves a certain degree of clarity, Pastoralists raise different species and breeds of livestock: cattle, camels, goats, sheep, and donkeys. Pastoralists combine livestock production with other activities such as agriculture, trade, firewood, non-timber forest products, and tourism. (Davies et al. 2016). Pastoral areas constitute around 44% (approx. 84,000 km²) of Uganda's total land mass, and around 10% of Uganda's population (3-3.5 million people) are pastoralists (Byakagaba et al. 2018).

Particular groups of children still struggle to access primary education, even when it is available, in the real world, where universal education policies target pastoral parents and communities. This is because of the limitations imposed by the formal and sedentary school-based system. The widespread and serious lack of infrastructure in the school-based system, especially in pastoral areas like the Karamoja region of Uganda, makes it easier to increase primary enrollment figures by building more schools and involving parents, rather than to develop new ways of targeting those groups for whom the school system does not work or is inaccessible (Kratli, 2018).

Children from pastoral households may benefit from school-based education despite these numerous problems (MOES/UNICEF, 2017). For instance, statistics from Uganda indicate rising enrollment, but it's unclear if this is due to population growth or less chances in the nomadic livestock industry, which could result in settlement of a household in pursuit of alternatives. However, it is well recognized that the only choice available to pastoralist households that are actively involved in animal production and want to utilize the national education system is to enroll in a school (UNESCO, 2018).

In actuality, pastoralists are not opposed to the concept of formal education, nor are pastoralism and education inherently incompatible. Instead, the desire to only offer formal education in a school-based system seems to be the main cause of the practical difficulties in educating nomads. Therefore, the issue is not the concept of formal education but rather schooling in its recognizable forms (Carr-Hill and Peart, 2005).

From a theoretical standpoint, parental engagement can be evaluated using the well-known typology developed by Epstein (2001). Parenting, communication, volunteering, at-home learning, advocacy, decision-making, and community collaboration are the six categories of parental participation in children's education that Epstein (2001) highlighted. In her early work, Epstein developed a typology that was mostly based on the distinct responsibilities that parents and teachers play in their children's education, both at home and at school (Fan & Chen, 2001).

Family/school, family/community, and school/community contact are the three fundamental forms of parental participation that may be distilled from these six. It is crucial to remember that none of these three forms of parental participation are superior to the others; rather, children's learning is enhanced when the types of involvement are combined. In other words, a thorough investigation of the family, school, and community in regard to the responsibilities that parents play in their children's education and well-being is necessary for a study like this to produce unbiased results. How can parents traverse their various terrains to guarantee their children attend school, remain there, and finish their educational cycle, considering the variations in the previously mentioned factors?

According to the contextual viewpoint, parents and teachers are the two primary educators in a child's life. Until the child enters nursery or begins school, parents are typically the child's primary caregivers and educators. They continue to have a significant impact on their children's education throughout school and beyond. According to recent studies, parents' and teachers' conventional roles in children's education have changed (Patall et al., 2008). In the past, parents were seen to be in charge of parenting their children at home, while instructors were in charge of educating the students in the classroom. These days, parents are acting as instructors, while teachers are evolving into more broad educators. Children's education is increasingly the shared responsibility of parents and teachers, both at home and in the classroom.

According to additional research, Uganda has one of the highest rates of school dropouts. Among other social and economic issues, a significant percentage of children who enroll in primary school do not finish the primary cycle, which has an adverse effect on secondary school enrollment rates and increased school dropout rates. These factors are linked to early pregnancies, high levels of dependence, and high rates of youth unemployment.

The percentage of kids who finish their final year of elementary school is known as the primary cycle completion rate. To calculate it, subtract the number of repeaters from the total number of students in the last grade of primary school, then divide that number by the total number of students who are officially of graduation age (World Bank, 2010). By the time they are three to five years older than the official age of entrance into the final grade of that level of education, all or the majority of children and adolescents have finished a level of education, according to a completion rate of 100% or close to it. poor or delayed enrollment into a particular educational level, high dropout, high repetition, late completion, or a combination of these characteristics are all indicators of a poor completion rate. Other indicators, such as the percentage of students who are over-age, the gross intake ratio to the last grade, and the out-of-school rate, must be examined in order to determine the reasons behind low completion. This metric can be used to pinpoint particular populations that are not receiving an education when broken down by sex, geography, and other factors.

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 was envisaged through shared contributions by the public and private sectors, by households and the community. However, there are 52 public and 16 community primary schools in Kaabong District which are not enough for the district since there are no private schools at all. While Karamoja sub-region had the highest increase in enrolment (12.4%), completion remained lowest. This means that many children drop out of school along the primary cycle and this could stifle development and self-reliance in terms of human resource due to low numbers of professionals with Kalong district (MEoS, 2016).

According to the Kaabong District Status report (2016), completion in primary seven was 52.7% yet the average national completion rate at primary seven was 59.7%. This shows that in Kaabong District, slightly more than half of the children that enroll in primary one will have dropped out of school by primary seven. The report urged local councilors to engage the parents and ensure that they got involved in the education of their children. Therefore, while there may be several factors that may account for the low completion, there is scanty literature on parental involvement in relation to pupil's completion of the primary cycle in Kaabong District.

1.2 Statement of the Problem

The Government of Uganda introduced the Universal Primary Education (UPE) programme in 1997 in accordance with the Education for All (EFA) goals. The general enrollment country wide increased from about 2.5 million children to about 15.2 million (MoES, 2018). 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, Karamoja sub-region had the highest increase in enrolment (14.8%) in primary schools. However, the completion rate at primary seven during the same period was relatively low (54.4%) compared to the national average of 59.7%.

This implied that while more children enroll in the region, the completion of the primary cycle in Kaabong District remains lowest. More than half of the children that enroll in primary one in Kaabong District do not complete the primary school cycle (UNESCO, 2017). This could increase unemployment, early marriages, increased youth involvement in cattle rustling leaving the region with an unskilled labour force, small tax base,

economic dependence which all combined historical political wars have stifled economic growth and development in the region. The report indicated that over the past seventeen (17) years the completion for primary schools in Kaabong District remained below the desired target of 100 percent by EFA standards (UNESCO, 2018).

The primary completion stagnated between 2010 and 2017. In 2015, only 52% of the children of official graduation age completed primary seven. Since then, the completion rate has been deteriorating. In 2018, out of over 140,000 school age children in Kaabong District, less than one third (39,373) children were in school; while the rest had either dropped out of school or had completely refused to enroll in school. The fact that the Kaabong District status report (2016) 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 set out to investigate how pastoral parents' involvement in their children's education contributes to pupils' primary education completion in Kaabong District, sub-Karamoja region, Uganda.

1.3 Purpose of Study

The purpose of the study was to establish pastoralist parental involvement in their children's education contributes to pupils' primary education completion in Kaabong District.

1.4 Objectives of Study

- i. To find out how pastoral parents' feeding of children contributes to pupil primary education completion in Kaabong district.
- ii. To examine how pastoral parents' guidance of pupils 'at home contributes to pupils' completion of the primary education cycle in Kaabong district.
- iii. To explain how pastoral parents' provision of school requirements contributes to pupil completion of the primary education cycle in Kaabong district.

1.5 Research Questions

- i. What is the contribution of pastoral parents 'feeding of children on pupil primary education completion in Kaabong district?

- ii. What is the contribution of pastoral parents' guidance of pupils at home on pupil primary education completion of the in Kaabong district?
- iii. What is the contribution of pastoral parents' provision of school requirements on pupil primary education completion in Kaabong District?

1.6 Hypotheses

- i. There is a significant relationship between pastoral parents' feeding of children and pupil primary education completion in Kaabong district.
- ii. There is a significant relationship between pastoral parents' guidance of pupils 'at home and pupils' completion of the primary education cycle in Kaabong district.
- iii. There is a significant relationship between pastoral parents' provision of school requirements and pupil completion of the primary education cycle in Kaabong district.

1.7 Scope of the Study

1.7.1 Geographical Scope

The study was carried out in Kaabong District. Kaabong District is one of the least developed districts in Uganda with high school dropout Retention at primary according to the statistical abstract (UBOS, 2019).

1.7.2 Content Scope

In terms of content, the study focused on pastoralist parental involvement (participation, taking part, contribution) in regard to feeding the children, providing school requirements and guiding children at home and how all these contribute to pupil primary education completion.

1.7.3 Time Scope

The period 2016 to 2019 was considered for this study. This being the period during which there was high dropout and thus low completion in the primary schools in Kaabong District.

1.8 Significance of the Study

- i. The findings provide a new basis for policy makers to take decisions about mitigating the challenges affecting completion of the primary cycle in Uganda's education system.
- ii. The findings would 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 are to 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 low completion for children in primary schools.
- v. Lastly but not least, the findings are to hopefully act as a source of reference for researchers who intend to carry out further research on this topic.

1.9 Conceptual Framework

The framework shows the relationship between independent variable and dependent variable. According to Mugenda and Mugenda (2003), an independent variable is a variable that has an influence on the dependent variable. When the independent variable is present, the dependent variable is also present and with each unit of increase in the independent variable, there is an increase or decrease on the dependent variable as well. Sekaran (2003) states that a conceptual framework helps postulate or hypothesize and test certain relationships which improve the understanding of the situation.

Independent variable

Dependent Variable

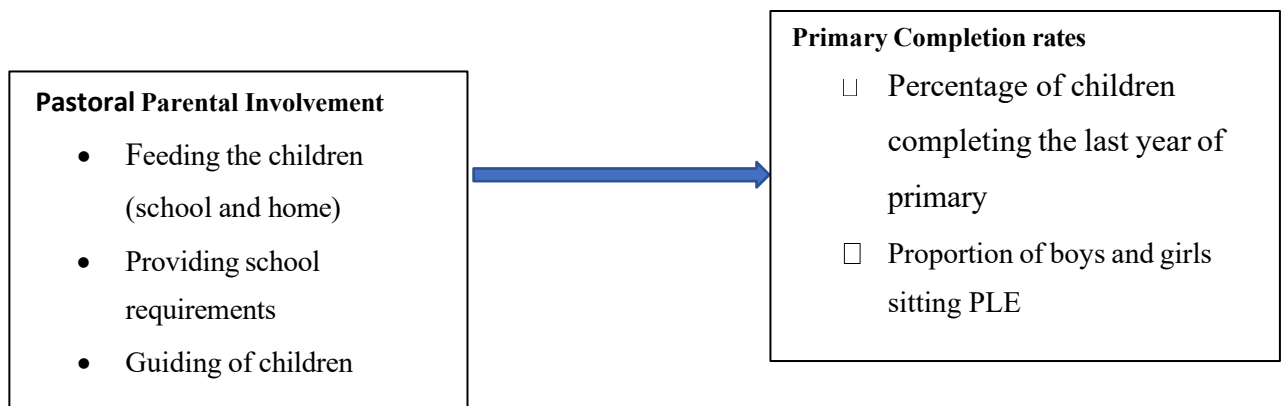


Figure 1.1: Conceptual Framework

Source: Epstein (2001) and improved by the researcher

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' Primary Education Completion. The framework indicated the various constructs under the independent variable which include Feeding the children both at school and home, parents providing school requirements and guiding of children and dependent variables constructs include proportion of boys and girls sitting final PLE and number of boys and girls attending classes regularly. The findings of the study were discussed in accordance with this conceptual framework.

1.10 Definition of Key Terms

Pastoral Parents' Feeding of Children -this involves participation of parents in ensuring that their children get food while at school for better learning

Provision of school requirements -this involves parents giving their children all the necessary educational materials they need in their learning process.

Guiding children at home -this involves parents supporting their children in doing their homework, parents talking to their children about school issues or their education.

Completion-this is the proportion of children completing the last phase of the primary school cycle such as completing primary seven and sitting the Primary Leaving Examination (PLE).

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The purpose of this study was to establish how pastoralist parental involvement in their children's education contributes to pupils' primary education completion in Kaabong District, sub-Karamoja region, Uganda. 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 completion in the primary cycle. The review starts with a theoretical review before presenting empirical literature objective by objective.

2.1 Theoretical literature Review

Several theories have been postulated and reaffirmed to the fact that good cooperation between schools, homes and communities can lead to successful completion of the education cycle of children. The theories also try to explain the fact that parental involvement is an important factor in understanding of critical issue of completion 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- et al. (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, 1987).

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 (1987) 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 in the primary schools.

2.2 The contribution of pastoral parents 'feeding of children on pupil primary education completion

Parents are often regarded as the first teachers of their children, and their involvement plays a pivotal role in shaping educational outcomes. According to Al-Mahdy, Emam, and Hallinger (2020), parental engagement is a critical determinant of children's academic success and overall well-being. Effective parental involvement extends beyond academic support to include ensuring proper nutrition and feeding practices, which directly influence school attendance and completion (Nsabimana et al., 2021). Feeding, as part of parental care, not only contributes to the physical development of children but also enhances cognitive performance and concentration in class (Onyango et al., 2020). Despite extensive research on parental involvement in children's education, limited attention has been given to the specific role of pastoral parents' feeding practices in influencing primary education completion. Existing studies mainly focus on general parental engagement and academic support, leaving a gap in understanding how the nutritional and feeding contributions of pastoral households affect pupils' retention and completion rates in primary schools.

Moreover, research has demonstrated that the consistency and quality of meals provided by parents, especially breakfast and lunch, significantly affect pupils' learning capabilities and persistence through the primary cycle (Adenuga & Adegoke, 2019). Parents who provide regular, nutritious meals foster better school attendance, attention span, and academic resilience. This aligns with findings by Adetunji and Adeyemo (2021), who noted that malnutrition and irregular feeding patterns among primary pupils often

lead to poor concentration, fatigue, and eventual school dropout. However, despite these findings, there remains a research gap regarding how pastoral parents' feeding practices specifically influence pupils' completion of primary education. Most existing studies emphasize the nutritional and cognitive aspects of feeding in general contexts, with limited empirical evidence from pastoral communities where unique socio-economic and cultural factors may shape both feeding practices and educational outcomes.

Parental involvement also extends to promoting positive attitudes toward education through health and feeding support. According to Khasawneh and Alshurman (2020), children who perceive their parents as supportive through provision of meals, encouragement, and communication are more likely to complete primary school. Similarly, a study in sub-Saharan Africa by Nankya and Namutebi (2022) revealed that household feeding practices strongly influence children's school participation and retention rates, especially in rural areas where food insecurity is prevalent. Nevertheless, a research gap persists in understanding how parental feeding support translates into sustained school participation and completion within pastoral settings. While previous studies have examined general household feeding practices, limited attention has been given to the unique challenges faced by pastoral parents, whose semi-nomadic lifestyles and food insecurity patterns may differently affect pupils' educational continuity and success.

Furthermore, the World Food Programme (2023) reported that parental contributions to school feeding initiatives significantly improve primary education completion rates. Parents who collaborate with schools in maintaining feeding programs help mitigate absenteeism and dropout, particularly among pupils from low-income families. Likewise, Muwonge et al. (2024) found that when parents actively engage in their children's nutritional welfare and school-related feeding initiatives, children show higher motivation, improved academic performance, and lower repetition rates. However, there is still a research gap concerning the extent to which pastoral parents' participation in school feeding initiatives influences pupils' completion of primary education. Existing studies largely focus on institutional or donor-supported feeding programs, with limited empirical evidence on the sustained role and contribution of pastoral parents themselves in promoting educational persistence through feeding support.

2.3 The contribution of pastoral parents' guidance of pupils at home on pupil primary education completion

Parental guidance is an essential factor in a child's educational development and completion of primary education. When parents take an active role in guiding their children's learning at home, pupils tend to demonstrate higher academic achievement and motivation (Muwonge et al., 2021). Parents' engagement in their children's homework activities encourages responsibility, self-discipline, and confidence, all of which contribute to educational persistence and completion (Kasozi & Nansubuga, 2020). Nonetheless, a research gap exists in understanding how pastoral parents' guidance at home specifically contributes to pupils' primary education completion. While previous studies have explored general parental involvement in academic activities, little attention has been paid to the unique socio-cultural and livelihood dynamics of pastoral communities that may influence the nature and effectiveness of such guidance.

Guidance through homework support helps children develop independent learning and critical thinking. According to Ouma and Musoke (2019), pupils whose parents assist them in understanding assignments and monitor their study time perform better academically and are more likely to complete school. Similarly, Nakimuli and Nabirye (2020) found that parental participation in homework improves communication between parents and teachers, reinforces positive study habits, and enhances children's self-efficacy. In pastoral settings such as Karamoja, where educational attainment remains low, parents who provide academic guidance even informally help to counteract the effects of limited school resources and frequent absenteeism (Lomilo et al., 2023). However, there remains a research gap in examining how the informal and context-specific forms of academic guidance provided by pastoral parents influence pupils' long-term school retention and completion. Existing literature highlights general parental support but does not adequately address how factors such as mobility, cultural roles, and limited literacy levels among pastoral parents affect the consistency and impact of home-based academic guidance.

Parental guidance also extends to promoting the importance of education for both boys and girls. A study by Namara and Ssenyonjo (2021) revealed that in households where parents frequently discuss the value of schooling and career aspirations, pupils exhibit higher levels of interest and persistence in learning. In pastoral communities, however,

gender norms often favor boys' education over girls', limiting the latter's chances of completing primary school. Nonetheless, emerging evidence shows that when pastoral parents provide equal encouragement and mentorship, gender gaps in school completion are significantly reduced (Eremugo & Ocen, 2022). Despite these insights, a research gap still exists regarding how pastoral parents' gender-sensitive guidance influences boys' and girls' primary education completion differently. Most prior studies have explored parental encouragement in general terms, with limited empirical focus on how cultural norms and gender expectations within pastoral households shape educational support and outcomes for both sexes.

Furthermore, parental guidance strengthens social-emotional support, which is vital for pupils facing academic or personal challenges. Nankya and Namutebi (2022) reported that parents who engage their children in discussions about school progress and life goals enhance children's resilience and determination to stay in school despite hardships. The findings align with those of Akello and Mwebaze (2022), who observed that in rural Uganda, pupils with supportive parents those who guide, mentor, and motivate them achieve higher academic outcomes and are more likely to complete primary education. However, a research gap persists in understanding how social-emotional guidance provided by pastoral parents contributes to pupils' resilience and completion of primary education. While existing studies acknowledge the role of emotional support in general contexts, there is limited empirical evidence focusing on pastoral communities, where socio-economic instability and mobility may uniquely influence parental mentorship and children's perseverance in schooling.

2.4 The contribution of pastoral parents' provision of school requirements on pupil primary education completion

Strong relationships between parents and schools are fundamental to improving pupil learning outcomes and completion rates. Parental involvement, particularly in providing school requirements such as uniforms, books, pens, and other materials, enhances pupils' commitment and engagement in learning (Muwonge & Namiiro, 2020). When parents demonstrate trust in teachers, actively participate in school activities, and ensure their children have necessary scholastic supplies, pupils tend to develop positive attitudes toward school and achieve higher completion rates. According to Ochen and Adong (2021), in pastoral areas of Uganda, parental provision of school materials plays a crucial

role in sustaining children's attendance and preventing dropout, as poverty and mobility often hinder consistent school participation. Nevertheless, a research gap exists regarding how the provision of school requirements by pastoral parents directly influences pupils' completion of primary education. While prior studies recognize the general importance of parental provision of scholastic materials, there is limited empirical evidence focusing on pastoral households, where economic instability and migratory lifestyles may differently affect the consistency and impact of such support.

Ssenyonjo and Namusoke (2019) found that children whose parents regularly provided learning materials such as books and uniforms exhibited improved classroom participation, reduced absenteeism, and stronger academic performance. Similarly, Mutonyi and Nkata (2020) observed that in low-income communities, parental provision of school requirements has a stronger positive effect on children's educational achievement than in wealthier families, as it directly reduces barriers to participation. However, there remains a research gap in understanding the extent to which the consistent provision of school requirements by pastoral parents influences long-term educational outcomes such as retention and completion. Most existing studies focus on short-term academic performance, with limited investigation into how sustained parental support in resource-constrained pastoral settings contributes to pupils' ability to complete primary education.

Parental aspirations and encouragement are also vital in promoting education completion. Kasozi et al. (2022) noted that when parents express high expectations and make sacrifices to meet school-related needs, children are motivated to persist through the entire primary cycle. In pastoral households, however, where family income is often dependent on livestock and seasonal migration, providing consistent school requirements remains a challenge (Lomilo et al., 2023). This often results in frequent absenteeism and early school dropout, particularly among girls who are expected to help with domestic work or herding. Nonetheless, a research gap exists in examining how pastoral parents' aspirations and efforts to provide school requirements interact with socio-economic and cultural constraints to influence pupils' completion of primary education. Existing studies highlight general parental encouragement but provide limited insight into how the seasonal and livelihood-related challenges of pastoral households affect sustained educational support and outcomes, particularly for girls.

Akello and Mwebaze (2022) in northern Uganda revealed that pupils who perceived their parents as supportive through providing educational materials, food, and emotional support had improved behavior and better academic results compared to those without such support. In the same vein, Nankya and Namutebi (2022) reported that children from households that consistently supplied school items were more likely to complete primary education and transition to secondary school. However, a research gap remains regarding how pastoral parents' combined provision of educational materials, nutritional support, and emotional guidance specifically influences pupils' primary education completion. While prior studies highlight the benefits of parental support in general rural contexts, there is limited empirical evidence on pastoral communities, where mobility, cultural practices, and resource constraints may uniquely shape the effectiveness of such multifaceted parental involvement.

2.5 Conclusion of Literature Review

The review of literature presented in this chapter emphasizes on the role of parents' involvement in education of their children in primary schools around the world. Unfortunately, the studies cited are mainly from other parts of the world and scanty from Africa and Uganda in particular and consequently very few of them have focused on the pastoral communities like the Karamoja region where parents are majorly pastoralists. This leaves a major gap that this study sought to fill by carrying out the study in an upcountry location in a developing country's pastoral community.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction

This study purpose was to establish how parental involvement in the education of their children contributes to the pupil completion of the primary school cycle in Kaabong District in Karamoja sub-region in Uganda. This chapter describes how the study was conducted. It focuses on the research design and approaches that were adopted, the study area, target population, sampled population, sample size and selection. The chapter examines data collection instruments, sampling techniques and procedures, pre-testing of instruments, methods and procedures for data collection and analysis.

3.1 Research Design

Research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure (Kothari, 2014). The study used a cross sectional research design as this research design enabled the researcher to gain concrete, contextual, in-depth knowledge of the research question. It also enabled the researcher to explore the key characteristics, meanings, and implications of the research findings (Babbie, 2020).

Mainly qualitative approach and at a small-scale quantitative approach was employed as these improved the accuracy and validity of the research findings (Ashley et al., 2008). This design was chosen since it allowed the capture of information based on data gathered for a specific point in time. The data was gathered from a pool of participants with varied characteristics. Qualitative designs were used to study the concepts and themes while quantitative design was for explaining and making deductions in this study. Creswell & Tashakkori (2007) describes the importance of having a key focus for case studies. The data were mainly analytical (qualitative) in nature including themes and assertions but descriptive (quantitative) were analyzed at a trivial scale. This data was collected from multiple sources, including observations, questionnaire surveys and interviews.

3.2 Population of the Study

According to Kothari (2006), a study population refers to the group of individuals or subjects that a researcher is interested in studying in a particular research project. In

Kaabong District, there are 52 primary schools (Kaabong District Education Office, 2018). Out of these, 47 schools were sampled using simple random sampling to ensure representativeness across the district. The study population within the selected schools consisted of education managers, head teachers, deputy head teachers, teachers, parents, and groups of School Management Committee (SMC), students, and Parent-Teacher Association (PTA) members. Altogether, this gave a total population of 206 respondents targeted for the study.

3.3 Sample Size determination

A sample is a selection of respondents chosen in such a way that they represent the total population as closely as possible (Amin, 2005). From the study population of 206 and in accordance with the Krejcie and Morgan (1970) sampling table cited in Amin (2005), the sample size of the study was determined as 151 respondents. The sample included 5 education managers, 47 head teachers, 27 deputy head teachers, 28 teachers, 39 parents, and 5 groups of SMC, students and PTA members. Different sampling techniques were applied to each category depending on the nature of respondents and accessibility.

Table 3.1: Summary of population, sample size and sampling method for respondents

Category of Respondents	Population	Sample Size	Sampling Method
Education Managers	05	05	Purposive sampling
Head teachers	52	47	Simple random sampling
Deputy head teachers	49	27	Purposive sampling
Teachers	29	28	Convenience sampling
Parents	66	39	Convenience sampling
SMC, students and PTA Members	5	5	Cluster sampling method
Totals	206	151	

Source: Kaabong District Education Office (2018)

3.4 Sampling Techniques and Procedures

According to Amin, (2005), these can be probabilistic (dependent on equal chance) or non- probabilistic (not dependent on equal chance). The sampling techniques that were used in selecting the sample to be studied were probability or non-probability-based sampling.

3.4.1 Probability sampling techniques Simple Random Sampling

For the Head Teachers category, a simple random sampling technique was employed. This method involved randomly selecting participants from the entire population without any predetermined criteria. In this case, each head teacher in the population of 52 had an equal chance of being selected for the sample. This approach ensured fairness and minimizes bias in the selection process. By using techniques such as assigning unique numbers to each head teacher and using a random number generator, the researcher ensured that the sample was representative of the entire population of head teachers (Mugenda and Mugenda, 2003).

Cluster Sampling Method

In the SMC and PTA Members category, a cluster sampling method was utilized. This technique involved dividing the population into clusters or groups and then randomly selecting entire clusters to participate in the study. In this scenario, the researcher identified clusters of schools and randomly selected a few clusters to represent the population of SMC and PTA members. Cluster sampling allowed for representation from different schools while simplifying the sampling process compared to individually selecting participants from each school (Kothari, 2006).

3.4.2 Non-probability sampling techniques Purposive Sampling

For the Education Managers category, a purposive sampling method was employed. This approach involves selecting participants based on specific criteria relevant to the research objectives rather than randomly selecting from the entire population. In this case, the researcher targeted education managers in Kaabong District who held key positions or possessed expertise pertinent to the study's focus. By purposefully selecting individuals with extensive experience in education management or those who represent diverse perspectives within the field, the researcher aimed to gather insights from

informed sources who could provide valuable input on the subject matter (Amin, 2005).

Deputy Head Teachers were sampled using a purposive sampling method. Similar to education managers, this approach involved selecting participants based on specific criteria relevant to the research objectives. The researcher targeted deputy head teachers in Kaabong District with particular expertise, experience, or responsibilities that aligned with the study's focus. By purposefully selecting individuals who could provide valuable insights or represent certain characteristics of interest, the researchers aimed to gather comprehensive and relevant data on the topic (Sekeran, 2003).

Convenience Sampling

In the teachers and Parents category, a convenience sampling method was utilized. This approach involved selecting participants based on their easy accessibility and willingness to participate rather than through random selection. The researcher approached teachers within the same schools where headteachers were selected, and parents who were readily available through locations such as schools, and community centers in Kaabong District. While convenience sampling is less rigorous than other methods, it is often practical for studies with resource or time constraints, allowing the researchers to gather insights from a diverse range of teachers and parents within a limited timeframe (Sekeran, 2003).

3.5 Data Collection Methods and Instruments

Data collection is the process of gathering and measuring information on targeted variables in an established systematic fashion, which then enables one to answer relevant questions and evaluate outcomes (Kothari, 2006).

3.5.1 Data Collection Method

Data collection method was an integral part of research strategy. A combination of different data collection methods was used to complement each other and avoid the bias associated with one method (Abramson, 1990). The researcher used data collection methods such as a questionnaire survey, interviews and focus groups. Both qualitative and quantitative approaches were considered as data collection methods. All informants (both qualitative and quantitative sources of information) were accessed from their day time locations

Kvale (1996), believes that the interview guide is a set of items that seek to cover both a factual and a meaning level, though it is usually more difficult to interview on a meaning level. Interviews were particularly useful for getting the story behind a participant's experiences. The interviewer pursued in-depth information around the topic. Interviews were useful as follow-up to certain respondents to questionnaires; for instance, to further investigate their responses. In order to collect qualitative and quantitative data, the following data collection methods were used: questionnaire, face-face interviews and focus group discussions.

3.5.2 Data Collection Instruments

The data collection instruments that were used to collect data for the study included questionnaires, interview guides and focus group discussion guides.

Questionnaire

A questionnaire is a tool that is structured to collect quantitative data in a systematic fashion (Amin, 2005). Mugenda and Mugenda (2003) noted that questionnaires are made of a set of items developed to address specific objectives in a study.

On the other hand, Saunders et al. (2009), assert that questionnaires often follow a structured approach and items are constructed after a careful review of theory and prior evidence and hence are characterized as being positivist.

According to Amin (2005), questionnaires are less expensive; they offer greater assurance of anonymity allowing respondents to give sensitive information without fear. Kothari (2006) asserts that questionnaires are often used to collect data from large samples because they are cheap to administer, free from bias of the interviewer, provide adequate time for respondents to fill them. Amin (2005) believes that apart from being easier to administer, questionnaires are more reliable and also easier to analyze. In this study, questionnaires were used to collect data from the teachers and deputy head teachers of the selected primary schools on issues surrounding parental involvement in the education of children and pupils' completion in the primary schools.

Questionnaires were used because apart from being easier to administer, they are also more reliable and easier to analyze (Amin, 2005). The questionnaires were constructed using "Yes" and "No". The questionnaires were administered to the respondents by the

researcher and after about two days, they had completed responding so the researcher collected them for data analysis.

Interview Guide

Another data collection instrument that was used is the Interview Guide. Kvale (1996), believes that the interview guide is a set of items that seek to cover both a factual and a meaning level, though it is usually more difficult to interview on a meaning level. Interviews are particularly useful for getting the story behind a participant's experiences. The interviewer could pursue in- depth information around the topic. Interviews were useful as follow-up to certain respondents to questionnaires; for instance, to further investigate their responses. Face to face interviews were held to collect data from the education managers and head teachers of the selected primary schools in Kaabong District on parental involvement in education of children and pupils' completion in their schools.

Focus Group Discussion Guides

Focus Group Discussion (FGD) guides, like interview guides contained a set of items that seek to cover both a factual and a meaning level, though it is usually more difficult to interview on a meaning level. FGD guides were particularly useful for getting qualitative data through question-and-answer approach with a group of people ranging from 4-8 people in each group and lasting a short period of time (Kothari, 2006). FGDs were held to collect data from the members of SMCs, students and PTAs of the selected primary schools in Kaabong District on parental involvement in education of children and pupils' completion in the primary schools.

3.6 Quality Control

This subsection looks at the quality control of the instruments that were used in the study. According to Amin (2005), validity refers to the extent to which an instrument measures what it is supposed to measure while reliability is the extent to which a study instrument consistently measures what it is supposed to measure. The researcher piloted the instrument with three families in Kotido (outside Kaabong) with similar characteristics. The results were used to refine the instruments and also improve on data collection process.

3.6.1 Validity

Validity has to do with whether the instrument is measuring what it is 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.

The CVI was measured using the formula:

CVI= Agreed items by judges as suitable (13) divided by the Total number of items being judged (15)

$$= 0.866$$

For the instrument to be accepted as valid, average index should be 0.7 or above (Amin, 2005). Therefore, since the computed value was 0.866 which was greater than 0.7, the instrument was considered valid.

3.6.2 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 questionnaire. The Statistical Package for Social Sciences (SPSS) 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 result was 0.733 which was greater than 0.7 which is acceptable, hence the

instrument was considered consistent, therefore reliable.

3.7 Data Processing and Analysis

Data processing and analysis play a pivotal role in extracting meaningful insights from raw data. Adhering to the principles outlined by Kothari (2006), the collected data underwent a rigorous process of cleaning and verification to ensure its accuracy and completeness. This step was crucial in preparing the data for analysis and interpretation. Subsequently, the data was entered into the Statistical Package for Social Scientists (SPSS), a powerful software tool that facilitates statistical analysis and exploration.

Qualitative data underwent a meticulous content analysis approach, wherein emerging themes were discerned from the responses provided by participants. The researcher delved into the rich descriptions offered by respondents, presenting the findings in a narrative format that captured the essence of their perspectives. Key informant interviews, focus group discussions, and responses from open-ended questions were carefully examined, with each respondent's viewpoint meticulously grouped under relevant categories. Similar viewpoints expressed by multiple respondents were aggregated using the tally mark method, enabling the construction of tables to visualize the frequency of responses. Through this process, the researcher synthesized statements and responses to derive insightful conclusions and interpretations that aligned with the research objectives, as stipulated by Sekaran (2003).

Quantitative data underwent rigorous analysis using SPSS to generate descriptive statistics such as mean, standard deviation, and variance. Additionally, inferential statistics, including Pearson's correlation and multiple linear regressions, were employed to explore the relationship between parental involvement in education and primary school completion in Kaabong District. Linear regression analysis, in particular, was utilized to quantify the extent of parental influence on pupil completion, providing valuable insights into the dynamics of educational outcomes within the region. Both Pearson correlation and regression analysis were used because correlation identifies the strength and direction of relationships between variables, while regression quantifies the predictive influence of independent variables on the dependent variable, addressing correlation's limitation of not showing causation or effect size.

By adopting a comprehensive approach that integrated both qualitative and quantitative

analyses, the study aimed to deepen the understanding of parental involvement in primary education completion in Kaabong District. Through triangulation of data from diverse sources and the application of robust statistical techniques, the research sought to offer actionable insights for policymakers and stakeholders, with the overarching goal of enhancing educational outcomes and fostering community development in the region

3.8 Ethical Considerations

This study observed key ethical principles to ensure the integrity of the research process and the protection of participants.

The researcher ensured that all information obtained from participants was treated with strict confidentiality. Respondents were not required to provide names or any identifying information in the questionnaire or interview guide. Data collected was used solely for academic purposes and was stored securely to prevent unauthorized access. This commitment to confidentiality and anonymity was clearly communicated in the introductory note of the questionnaire.

Before conducting the study, the researcher obtained an introductory letter from Uganda Christian University to formally request permission to collect data from the selected respondents. This letter was presented to relevant authorities and participants to authenticate the purpose and legitimacy of the research.

Participation in this study was entirely voluntary. Respondents were informed about the purpose and nature of the study and were given the freedom to decide whether or not to participate. They were also informed that they could withdraw from the study at any stage without facing any penalty or negative consequence.

The researcher prioritized the safety and well-being of all participants throughout the data collection process. No physical, psychological, or emotional harm was inflicted upon respondents. The researcher conducted all interactions respectfully and ensured a comfortable environment during interviews and questionnaire administration.

The researcher maintained honesty, integrity, and objectivity throughout the entire research process, especially during data analysis and report writing, to ensure that the findings accurately reflected the views of the respondents. Additionally, plagiarism was strictly avoided through proper citation and acknowledgment of all sources used in the

study.

3.9 Limitations and Solutions

The limitations and solutions to the study include:

Limited Generalizability: The use of a case study design focusing on Kaabong District in North-Eastern Uganda may limit the generalizability of the findings to other regions or contexts. The specific characteristics and dynamics of Kaabong District may not be representative of other areas, thus restricting the applicability of the study's conclusions beyond this particular setting.

Future studies could adopt a more diverse range of research designs, such as longitudinal studies or comparative analyses across multiple districts or regions. This would allow for a broader understanding of parental involvement in education and its impact on pupil completion beyond the confines of a single case study.

Potential Sampling Bias: The study employed purposive sampling to select participants, which may introduce bias into the sample by favoring individuals who are more easily accessible or willing to participate. This could affect the representativeness of the sample and undermine the validity of the study's findings.

To mitigate sampling bias, researchers could employ random sampling techniques, such as simple random sampling or stratified random sampling, to ensure a more representative sample of the target population. This would enhance the generalizability of the findings to the broader population.

Small Sample Size: The sample size of 151 respondents may be relatively small, especially considering the diversity of stakeholders involved in parental involvement in education. A larger sample size could enhance the statistical power of the analysis and provide more reliable and robust results.

Increasing the sample size beyond 151 respondents would improve the reliability and validity of the study's findings. Researchers could consider expanding the sample to include a more diverse range of participants, such as parents from different socio-economic backgrounds or educational levels.

Reliance on Self-Report Measures: The data collection methods primarily relied on self-

report measures, such as questionnaires and interviews. This introduces the potential for response bias, as participants may provide socially desirable responses or inaccurately recall their level of parental involvement in education.

Incorporating mixed-methods approaches, combining both quantitative and qualitative data collection methods, could provide a more comprehensive understanding of parental involvement in education. Triangulating data from multiple sources would enhance the credibility and validity of the study's findings.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

4.0 Introduction

This chapter presents the findings of the study. For clarity and chronology, it is arranged by the three research questions that the study sought to answer. In the first section, however, background information about the respondents is presented, because it might be pertinent in interpreting the data that they provided. Thus, the chapter is divided into three subsections namely, introduction, background information about the respondents and the research questions that the study sought to answer.

4.1 Response rate

This study had a sample size of 151 respondents involving 05 Education managers, 47 head teachers, 27 deputy head teachers, 39 teachers, 28 parents, 5 groups of SMC/PTA representatives. The overall response retention was as shown in Table 2 below.

Table 4.1: Response rate for Respondents

Category	Sample Size	Tool Used	Response	Response Rate
Education Managers	05	Interview	05	100
Head Teachers	47	Interviews	47	100
Deputy Head Teachers	27	Questionnaires	25	93
Teachers	47	Questionnaires	47	100
Parents	28	FGD	22	79
SMC, Students, and PTA	5	FGD	05	100

Total	159		151	95.0%
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Source: Primary Data (2021)

Questionnaires were distributed to Deputy Head teachers and teaching staff while interviews and FGDs were conducted with the parents, PTA, SMC members, headteachers and education managers. From the sample size of 151 there was a response of 143 and a non-response of 8 thus giving a response rate of 94.7% and a non-response rate of 5.3%. Overall, the study achieved a response rate of over 90%. According to Amin (2005) 94% is representative enough of the population from which it was selected.

4.2 Descriptive Statistics

4.2.1 A description of the Study Respondents

The background information of the respondents particularly their gender as indicated by the respondents on the study questionnaire.

Table 4.2: Gender of the respondents

Gender	Frequency	%
Female	10	14%
Male	62	86%

Source: Primary Data (2021)

Table 4.1 shows that there were more male than female respondents who responded to this study. Further, male head teachers/deputies dominated the sample by contributing to almost three quarters of the respondents, that is 62 (86.0%) compared to 10(14%) females. However, in terms of the study at least both Males and Females were involved though males outnumbered their counterparts. The males were more because their enrolment is more in primary teachers colleges, tend to be more flexible in their homes than the females, most female teachers opt to teach in secondary schools than primary in Kaabong District.

4.2.2 Pastoral parents' feeding of children in Kaabong district.

Findings on how pastoral parents' feeding of children contributes to pupil primary education completion in Kaabong district were captured and results are evidenced below

Table 4.3: Descriptive statistics on Feeding of Children

Question	Yes		No		Mean
	f	%	f	%	
Most parents of this this school offer cooked lunch to their Children	2	2.8	70	97.2	1.97
Some of the parents of this school offer cooked lunch to their Children	8	11.3	63	88.7	1.89
The lunch offered is posho and beans	20	28.2	51	71.8	1.72
The parents can afford to offer porridge to the children	7	10.0	63	90.0	1.90
Some children come to school with packed cooked food from Home	12	16.9	59	83.1	1.83
Some children come with fruits like mangoes, oranges or ripe bananas	17	23.6	55	76.4	1.76
The parents provide clean water for children to drink while at School	12	17.1	58	82.9	1.83
The parents pay for the children's feeding at school	11	15.3	61	84.7	1.85
The parents contribute foodstuffs for children's feeding	2	2.8	70	97.2	1.97
There is an organization that supports the feeding programme	70	97.2	2	2.8	1.03

Overall mean	1.78
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Source: Primary Data (2021)

The data from Table 4.3 reveals significant insights into the feeding practices and support systems for children at this school. According to the responses, a majority of parents do not provide cooked lunches for their children. Only 2.8% of respondents believe that most parents offer cooked lunch, while a striking 97.2% disagree. This suggests that very few children are receiving home-cooked meals at school, indicating a lack of consistent nutrition provision from home.

When asked if some parents occasionally provide cooked lunch, 11.3% agreed, but 88.7% did not support this statement. This minor percentage (11.3%) suggests that even among those who occasionally offer a cooked meal, the practice is not widespread. This gap in food provision from parents could impact children’s daily nutrition and, consequently, their ability to complete school.

For those children who received lunch, 28.2% of respondents noted that the food often consists of posho (maize porridge) and beans. However, 71.8% disagreed, indicating that even this basic combination is not consistently provided by most parents. This inconsistency further highlights nutritional challenges, as posho and beans, though simple, could at least contribute to meeting some basic dietary needs for learners.

When it comes to providing porridge, only 10% of respondents believe parents provide porridge for their children, while a substantial 90% disagreed. This response underscores the limitations many parents face, revealing that even providing porridge is often out of reach.

This implies that a very small percentage believes that parents can afford to offer porridge to the children. Therefore, parents do not offer porridge to the children. A small portion of children come to school with packed cooked food from home, as 16.9% of respondents observed, though 83.1% disagreed. This pattern indicates that only a minority of children have the benefit of food prepared at home, leaving the majority reliant on external sources of feeding or with no food at all during school hours.

Additionally, some children reportedly bring fruits like mangoes, oranges, or bananas, with 23.6% of respondents affirming this practice. However, a larger 76.4% disagreed,

meaning that fruits are not a common addition to children’s diets. This absence of fresh fruit further underscores the limited food options available to most pupils.

Furthermore, only 17.1% of respondents agreed that parents provide clean drinking water for their children at school, while 82.9% disagreed. This suggests that the majority of students may lack access to clean water from home while at school, potentially leading to dehydration and affecting overall attendance and completion of primary school cycle.

Financial contributions from parents toward school feeding programs are also minimal. Just 15.3% of respondents believe parents pay for their children’s feeding at school, while 84.7% disagreed, indicating that most parents are not financially supporting feeding initiatives. Similarly, only 2.8% of respondents reported that parents contribute foodstuffs to the school, with an overwhelming 97.2% stating that they do not. This lack of parental involvement in providing either funds or food affects completion of school.

In contrast, one positive finding is that 97.2% of respondents confirm there is an organization that supports the school’s feeding program, with only 2.8% disagreeing. This strong affirmation suggests that external organizational support in pupil’s feeding is very eminent in schools as opposed to parent’s contribution towards the same

In summary, the data paints a clear picture of limited parental involvement in providing food and water for children at school, whether through direct provision, financial support, or contributions of foodstuffs. Instead, there is a reliance on an external organization to meet children’s feeding needs. This situation highlights very minimal parental contribution towards their children’s feeding in school.

Table 4.4: Percentage of children completing the last year of primary cycle

Question	Yes		No		Mean
	freq	%	freq	%	
All children who enroll in primary one in this school complete primary seven	8	11.1	64	88.9	1.89
Majority of the children who start primary one in this school complete P.7	12	16.7	60	83.3	1.83

Only a few children who enroll in P.1 in this school complete P.7.	48	67.6	32.4	32.4	1.68
Most children rarely complete the primary cycle from P.1 to P.7	57	81.4	13	18.6	1.81
At least 3 in every four children who enroll in P.1 complete their P.7	17	23.9	54	76.1	1.76
Normally half of the children who enroll in P.1 complete P.7	22	30.6	50	69.4	1.69
About 1 in every 4 children who enroll in P.1 complete their P.7 class.	54	77.1	16	22.9	1.77
Majority of learners who sit for PLE in my area are Girls	13	18.1	59	81.9	1.82
Majority of learners who sit for PLE in my area are Boys	62	86.1	10	13.9	1.86
Girls in my area are more likely to complete P.7 class than Boys	32	44.4	40	55.6	1.44
Overall mean					1.76

Source: Primary Data (2021)

All children who enroll in primary one in this school complete primary seven-there is a significant belief that full primary completion is rare. With only 11.1% agreeing and 88.9% disagreeing, most respondents clearly feel that achieving complete retention from primary one to primary seven is uncommon. This response underscores the perception of high dropout rates, suggesting that very few children manage to complete all years of primary school.

Majority of the children who start primary one in this school complete P.7 - only 16.7% of respondents agreed to this statement, while 83.3% disagreed. This indicates that respondents feel that a majority of children do not reach the final grade. The limited

support for this statement emphasizes the perception that only a small fraction of students persists through the primary years, further pointing to high dropout rates before primary seven.

For the statement, "Only a few children who enroll in P.1 in this school complete P.7," there is broad agreement, with 67.6% affirming this and only 32.4% disagreeing. This substantial agreement reinforces the belief that very few students make it through all primary grades, suggesting that primary school completion is low.

When asked whether "Most children rarely complete the primary cycle from P.1 to P.7," an overwhelming 81.4% agreed, with just 18.6% disagreeing. This response indicates a strong belief that the majority of children struggle to complete primary school. This viewpoint highlights a widespread concern that very few students are staying in school long enough to finish primary seven, pointing to systemic issues in pupils retention.

Regarding whether "At least 3 in every four children who enroll in P.1 complete their P.7," only 23.9% agreed, while 76.1% disagreed. The responses suggest that most people are skeptical that even three-quarters of students can complete primary school, again supporting the view that high dropout rates are common.

In the next statement, "Normally half of the children who enroll in P.1 complete P.7," responses showed that only 30.6% of respondents agreed, while 69.4% disagreed. This view implies that even achieving a 50% completion rate is seen as unlikely, further illustrating the difficulties many children face in completing the primary cycle.

For the statement, "About 1 in every 4 children who enroll in P.1 complete their P.7 class," there is strong agreement, with 77.1% affirming it and 22.9% disagreeing. This high level of agreement indicates that respondents widely believe that only a small fraction—roughly a quarter-of enrolled students complete primary school. This underscores a perception of serious challenges in retaining students through the entire primary school journey.

When examining the gender dynamics, responses to the item "Majority of learners who sit for PLE in my area are Girls", responses show that only 18.1% agreed, while 81.9% disagreed. This response pattern suggests that respondents believe girls are less likely than boys to sit for the Primary Leaving Examination (PLE), indicating a potential gender

disparity in educational attainment.

Conversely, when asked if the "Majority of learners who sit for PLE in my area are Boys," 86.1% agreed, while only 13.9% disagreed. This agreement suggests a strong belief that boys are more likely than girls to reach and complete the PLE, supporting the view that boys have a higher presence in the final examination stages.

Lastly, the item "Girls in my area are more likely to complete P.7 class than Boys" yielded mixed views, with 44.4% in agreement and 55.6% disagreeing. Although opinions are divided, a slightly larger proportion feels that boys have a better chance of completing primary school than girls. This reinforces the concern over gender disparities, with girls perceived as less likely to finish primary school than boys.

Conclusion: The interpretations of these items collectively highlight a significant concern about low primary school completion rates in this context. The data reflect a prevalent belief that only a small proportion of students complete the primary cycle, with most dropping out before reaching primary seven. Additionally, there is a perceived gender disparity, with boys more likely than girls to sit for the Primary Leaving Examination, suggesting that girls may face unique challenges in staying in school. Overall, these perceptions underscore the need for interventions to support both retention and gender equality in primary education.

"Most of the parents still follow cultural practices for example girls are for animals which brings riches at home" (FGD Participant, Kaabong District, 2024). The results imply that traditional cultural beliefs, girls are groomed for animal and economic gain, persist among parents in Kaabong District, potentially prioritizing livestock over girls' education.

"Forced marriage also contributes because girls who are supposed to go to school are forced by their parents to get married so that they can get animals" (FGD Participant, Kaabong District, 2024). This suggests that forced marriages, driven by parents' desire to acquire livestock through dowry, significantly impede girls' access to education in Kaabong District.

"Poverty also has made some parents not to involve themselves in primary education in Kaabong district. Some have negative attitude towards education since they are illiterate" (Interview Participant, Kaabong District, 2024). The results suggest that poverty and illiteracy among parents in Kaabong District contribute to their lack of

involvement in primary education and foster negative attitudes towards schooling. The attitude that education does not offer immediate solutions to pressing needs is very predominant among illiterate parents.

“Insecurity is also another factor because some parents do not have time to involve themselves in primary education all the time running up and down with animals” (FGD Participant, Kaabong District, 2024). The results indicate that insecurity in the region leads to parents and adolescent boys are preoccupied with safeguarding their livelihoods, such as tending to animals, thereby limiting their ability to consistently engage in primary education activities. Some schools also temporarily closes due to insecurity, causing drop out.

“Some few parents guide their children in completion of school while others do not guide them since they are illiterate. This has made them to have negative attitude towards education” (Interview Participant, Kaabong District, 2024). The results suggest that disparities in parental guidance, influenced by varying levels of literacy among parents, contribute to a negative attitude towards education among some children in the community.

“The completion rate stands at lower rate because not enough time is given to learners by their parents to regularly frequent school to enable them to acquire the basic skills and knowledge that enable them pass to the next class. Most of the learners are always stopped by their parents when they reach upper primary to look after the animals and to do household chores” (FGD Participant, Kaabong District, 2024). This suggests that insufficient parental involvement, particularly in allocating time for regular school attendance, contributes to lower primary school completion in Kaabong District, with many learners being withdrawn from school to attend to domestic and pastoral responsibilities.

Consequently, Some of Education managers shared some insightful potential solutions of what he thought would rectify the low primary completion numbers in Kaabong districts quoted below

“Most parents marry out their children (school children) at teenage when the child has not even completed the primary cycle of education” (KII Respondent, Kaabong District, 2024). This implies that early marriage of school-aged children by parents during their

teenage years often occurs before the completion of the primary education cycle, potentially hindering educational attainment

4.2.3 Descriptive statistics on Pastoral Parents’ guiding children

Table 4.5: Descriptive statistics on Pastoral Parents’ guiding children

Question	Yes		No		Mean
	F	%	f	%	
When the children get home, the parents set regular time for their homework	9	12.5	63	87.5	1.88
In the homes, parents organize some specific place for children to do homework	12	16.9	59	83.1	1.83
The parents provide supplies for the children’s homework	20	28.2	51	71.8	1.72
The parents identify resources to help children do their homework	12	17.1	58	82.9	1.83
The parents encourage children to do homework	16	22.5	55	77.5	1.77
The parents supervise children as they do their homework	29	40.3	43	59.7	1.60
The parents encourage their children to get organized as they do their homework	18	25.7	52	74.3	1.74
The parents cultivate good study habits that enables children do homework	12	16.7	60	83.3	1.83
Some parents help their children to answer questions in the Homework	7	9.7	65	90.3	1.90

The parents create space for children to do their homework	64	88.9	8	11.1	1.11
Overall mean					1.72

Source: Primary Data (2021)

The data on pastoral parents' guidance of their children's homework highlights the extent to which respondents believe parents engage in different supportive practices at home. Each item offers insight into these perceived practices, revealing areas of common and uncommon involvement.

When it comes to setting a regular homework time when children get home, only 12.5% of respondents feel that parents establish a fixed schedule, while a substantial 87.5% believe they do not. This disparity suggests that, in most homes, children may not have a structured time for homework, indicating that regular time-setting is not a common parental practice.

In terms of providing a specific place for homework, only 16.9% of respondents perceive that parents create a designated spot for their children's studies, whereas 83.1% feel this is not the case. This suggests that it is generally uncommon for parents to arrange a particular place for homework, implying that many children might lack a consistent, focused setting within the home for their studies.

Supplying materials for homework is seen as a practice by 28.2% of respondents, yet 71.8% believe that parents do not commonly provide these resources. This response pattern indicates that, while some parents are thought to provide necessary supplies, the majority are not perceived to take on this responsibility, pointing to a limited focus on equipping children with the resources they need.

When asked whether parents identify additional resources to support homework, only 17.1% of respondents affirm this, while 82.9% believe that such efforts are rare. This result highlights a general perception that parents are not widely involved in finding extra learning materials or tools to support their children's homework, suggesting a low emphasis on supplementary resources.

The data on encouraging children to do homework shows that only 22.5% of respondents

believe parents are active in this encouragement, whereas 77.5% feel that parents are not. This suggests that a majority of respondents perceive a lack of motivation provided by parents, indicating that encouragement for homework completion is not a primary practice by parents in these households.

Regarding parental supervision of homework, 40.3% of respondents feel that parents supervise their children as they work, while 59.7% believe that they do not. This split response suggests that some parents are perceived as somewhat engaged in oversight, though the majority are viewed as taking a hands-off approach, reflecting a moderate level of perceived supervision.

The encouragement of children by parents, to get organized as they do their homework is supported by 25.7% of respondents, whereas 74.3% feel this is not commonly practiced by parents. This response pattern implies that while some parents are thought to encourage organizational skills, it is not a dominant practice, reflecting a perception of minimal emphasis on structured homework habits.

In terms of cultivating good study habits, 16.7% of respondents believe that parents engage in this practice, while 83.3% do not share this view. This suggests that parents are largely not perceived to foster study habits, pointing to a minimal focus on instilling consistent study routines or techniques in children's home environments.

When asked whether parents help answer specific homework questions, only 9.7% of respondents feel that parents provide such direct support, while 90.3% believe they do not. This large gap suggests that it is very rare for parents to assist with individual questions, reflecting a generally passive role in helping children with homework content.

The one area where parental involvement is perceived to be high is in creating a designated space for homework. Here, 88.9% of respondents feel that parents provide a specific place for their children to study, with only 11.1% indicating otherwise. This overwhelmingly positive response implies that most parents recognize the value of a dedicated study space, making it a common practice among the surveyed group.

In summary, while creating a homework space is widely recognized as a common practice among parents, other forms of engagement such as setting regular times, providing resources, encouraging good study habits, and offering direct homework assistance are less frequently perceived as common. This suggests that most respondents believe

pastoral parents are supportive in terms of physical space for homework but are less involved in other supportive actions, making their guidance in home work negligible.

4.2.4 Descriptive statistics on Pastoral Parents' Provision of school materials

Table 4.6: Descriptive statistics on Pastoral Parents' Provision of school materials

Question	Yes		No		Mean
	f	%	f	%	
The parents of this school provide reading materials to their children	2	2.8	70	97.2	1.97
The parents provide exercise books, pens and pencils to their Children	14	19.7	57	80.3	1.80
The parents provide mathematical sets to their children	23	32.4	48	67.6	1.68
The parents buy story books for their children's reading exercises	13	18.6	57	81.4	1.81
The parents buy alphabet charts for children's learning of the Alphabet	15	21.1	56	78.9	1.79
The parents buy number charts for their children	23	31.9	49	68.1	1.68
The parents provide school bags for their children	16	22.9	54	77.1	1.77
The parents provide other materials such as crayons for art	16	22.2	56	77.8	1.78
Overall mean					1.79

Source: Primary Data (2021)

The data in Table 4.6 provides insights into respondents' perceptions of pastoral parents' provision of school materials for their children. Each item reflects varying levels of perceived support, generally indicating a view that parents are not providing essential

educational resources.

For reading materials, only 2.8% of respondents believe parents supply them, while a significant 97.2% disagree. This suggests that nearly all respondents perceive a lack of parental support in providing reading resources, which may be seen as a fundamental gap in fostering children's primary education completion.

When it comes to basic writing supplies like exercise books, pens, and pencils, 19.7% of respondents agree that parents provide these items, while majority 80.3% disagree that parents provide these items. This majority response indicates that respondents largely view parents as falling short in providing essential tools for children's daily learning activities.

A relatively higher portion, 32.4%, believe that parents provide mathematical sets, yet a bigger proportion of respondents of up to 67.6% disagree. Although some respondents perceive some support for this item, the majority still feels that parents are not adequately supplying these materials, which are often important for completion of primary education cycle.

For storybooks, only 18.6% of respondents agree that parents purchase these for their children, while 81.4% disagree. This pattern shows that the majority of respondents do not believe parents actively support their children's reading and imaginative development through the purchase of storybooks.

Alphabet charts, a common learning aid, are perceived as underprovided by parents, with only 21.1% of respondents agreeing that parents supply them, while 78.9% disagree. This suggests a broad perception that parents do not equip their children with this foundational educational tool.

Similarly, 31.9% of respondents believe parents provide number charts, while 68.1% disagree. Although slightly more respondents see some support in this area, the majority opinion reflects a perceived lack of parental involvement in supplying materials that aid in early math learning.

In terms of providing school bags, 22.9% of respondents believe parents supply them, while 77.1% disagree. This response indicates that the majority feel parents are not providing even this basic logistical support for children's schooling.

Lastly, for materials such as crayons for art, 22.2% of respondents believe parents provide them, while 77.8% disagree. This view suggests that parents are largely seen as not supporting children's creative activities through the provision of art supplies.

In conclusion, across all categories reading and writing materials, mathematical tools, early learning aids, organizational items, and creative supplies respondents consistently perceive that pastoral parents are not sufficiently providing the essential resources needed to support their children's education.

4.3 Correlation analysis

Correlation analysis was used in this study to determine the strength and direction of the relationship between the independent variables such as pastoral parents' feeding practices, guidance at home, and provision of school requirements and the dependent variable, pupils' primary education completion. By applying correlation analysis, the researcher was able to assess whether increases or decreases in parental involvement were associated with corresponding changes in school completion rates. This method is particularly useful for identifying patterns, trends, and the degree of association between variables without implying causation, thereby providing a clear understanding of how different aspects of parental involvement relate to pupils' educational outcomes in the pastoral context of Kaabong District. Basing on the scale coefficient below 50% is weak relationship, above, 50% is strong relationship, one is perfect relationship, 0 means that there is no relationship.

Table 4.7: Correlation analysis

		pastoral parents' feeding of children	Pastoral Parents' guiding children	Pastoral Parents' Provision of school materials	Percentage of children completing
pastoral parents' feeding of children	Pearson Correlation	1	.331**	.373**	.839**
	Sig. (2-tailed)		.004	.001	.000
	N	72	72	72	72
Pastoral Parents' guiding children	Pearson Correlation	.331**	1	.488**	.713**
	Sig. (2-tailed)	.004		.000	.000
	N	72	72	72	72
Pastoral Parents' Provision of school materials	Pearson Correlation	.373**	.488**	1	.786**
	Sig. (2-tailed)	.001	.000		.000
	N	72	72	72	72
Percentage of children completing	Pearson Correlation	.215	.713**	.786**	1
	Sig. (2-tailed)	.839**	.000	.000	
	N	72	72	72	72

** . Correlation is significant at the 0.01 level (2-tailed).

4.3.1 Pastoral parents' feeding of children and pupil primary education completion in Kaabong district

From the table above results show that there is a strong positive relationship between Pastoral parents' feeding of children and pupil primary education completion in Kaabong district at Pearson correlation 0.839 and significant at 0.000 below the critical value of 0.05

4.3.2 Pastoral parents' guidance of pupils 'at home and pupil completion of the primary education cycle

From the table above results show that there is a strong positive relationship between Pastoral Parents' guiding children and pupil primary education completion in Kaabong district at Pearson correlation 0.713 and significant at 0.000 below the critical value of 0.05

4.3.3 Pastoral Parents' Provision of school materials and pupils' completion of the primary education cycle

From the table above results show that there is a strong positive relationship between Pastoral Parents' Provision of school materials and pupil primary education completion in Kaabong district at Pearson correlation 0.786 and significant at 0.000 below the critical value of 0.05

4.4 Descriptive means

Table 4.8: Descriptive Statistics on pastoral parents' feeding of children and pupil primary education completion in Kaabong district

	Mean	Std. Deviation	N
Percentage of children completing	1.7542	.15706	72
pastoral parents' feeding of children	1.7723	.15731	72

In Kaabong District, the mean percentage of children completing primary education is approximately 1.75, indicating that, on average, a significant number of children do not complete their primary education. The standard deviation for this completion rate is 0.16, suggesting that there is a relatively small variability in the completion rates among the children surveyed, indicating a consistent trend. Meanwhile, the mean score for pastoral parents' feeding of children is slightly higher at about 1.77, with a standard deviation of 0.16, reflecting a similar level of consistency in the reported feeding practices among these parents. The implication of these findings suggests a positive correlation between the adequacy of pastoral parents' feeding practices and the completion rates of primary education for their children. This highlights the importance of nutrition in influencing educational outcomes, emphasizing that improved feeding practices could potentially lead to higher rates of educational completion in this Kaabong district.

Table 4.9: Descriptive Statistics on Pastoral parents’ guidance of pupils ‘at home and pupils’ completion of the primary education cycle

	Mean	Std. Deviation	N
Percentage of children completing	1.7542	.15706	72
Pastoral Parents’ guiding children	1.7639	.28050	72

In Kaabong District, the mean score for children completing the primary education cycle is 1.75, indicating that a majority of children do not complete their education. The standard deviation of 0.16 shows low variability, meaning this trend is consistent across the sample. For pastoral parents' guidance of children at home, the mean is 1.76, again suggesting that most parents do not consistently guide their children. The higher standard deviation of 0.28 reflects more variability in the level of guidance provided. These findings imply that both low parental guidance and low education completion rates are common in the region, and improving parental involvement could be key to raising the primary education completion rates in Kaabong.

Table 4.10: Descriptive Statistics on pastoral parents’ provision of school requirements and pupil completion of the primary education cycle

	Mean	Std. Deviation	N
Percentage of children completing	1.7542	.15706	72
Pastoral Parents' Provision of school materials	1.7828	.19028	72

In Kaabong District, the mean score for children completing the primary education cycle is 1.75, indicating that most children do not complete their education. The standard deviation of 0.16 shows low variability, meaning this trend is consistent across the surveyed group. For pastoral parents' provision of school materials, the mean is 1.78, suggesting that most parents do not provide school materials consistently, with a standard deviation of 0.19 reflecting some variation. These findings imply that the lack of consistent provision of school materials by parents may be contributing to the low completion rates of primary education. Addressing this issue by ensuring parents provide

adequate resources to support their children's educational needs, could help improve educational completion in Kaabong district.

4.5 Regression analysis

Regression analysis was used in this study to examine the predictive relationship between the independent variables pastoral parents' feeding practices, guidance at home, and provision of school requirements and the dependent variable, pupils' primary education completion. Unlike correlation analysis, which only measures the strength and direction of relationships, regression analysis allows the researcher to determine the extent to which each independent variable influences the dependent variable while controlling for other factors. This method provides estimates of the magnitude and significance of the effects, enabling the study to identify which aspects of parental involvement most strongly predict school completion outcomes in the pastoral communities of Kaabong District.

Table 4.11: Regression analysis on pastoral parents' feeding of children and pupil primary education completion in Kaabong district

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.270	.116		2.338	.022
	pastoral parents' feeding of children	.837	.065	.839	12.876	.000
	Adjusted R Square					
2	(Constant)	.613	.135		4.551	.000
	Pastoral Parents' guiding children	.663	.078	.713	8.506	.000
	Adjusted R Square					
3	(Constant)	.597	.109		5.464	.000

Pastoral Parents' Provision of school materials	.649	.061	.786	10.647	.000
Adjusted R Square	.613				

a. Dependent Variable: Percentage of children completing

Source: Primary Data (2021)

4.5.1 Regression analysis on pastoral parents' feeding of children and pupil primary education completion in Kaabong district

The model summary provides information about the relationship between pastoral parents' feeding of children and pupil primary education completion in Kaabong district. The R-squared value, which measures the proportion of variation in primary education completion that can be explained by pastoral parents' feeding, is 0.703. This means that pastoral parents' feeding explains 70.3 % of the variability in primary education completion.

In reference to the table above, the coefficient of pastoral parents' feeding of children is 0.837 significant at 0.000 below the critical value of 0.05, implying that a unit increase in pastoral parents' feeding of children would increase Percentage of children completing by 0.837

4.5.2 Regression on Pastoral parents' guidance of pupils 'at home and pupils' completion of the primary education cycle

The model summary provides insights into the relationship between pastoral parents' guidance of pupils at home and the completion of the primary education cycle, with a specific focus on guidance of pupils at home. The R-squared value, which measures the proportion of variation in primary education completion that can be explained by pastoral parents' guidance at home, is 0.508. This indicates that Pastoral parents' guidance of pupils 'at home affects completion of the primary education cycle by 50.8%

In reference to the table above, the coefficient of Pastoral Parents' guiding children is 0.663 significant at 0.000 below the critical value of 0.05, implying that a unit increase in Pastoral Parents' guiding children would increase Percentage of children completing

by 0.663

4.5.3 Regression on pastoral parents' provision of school requirements and pupil completion of the primary education cycle

In reference to the table above, R-squared value, measures the proportion of variation in primary education completion that can be explained by these factors, is 0.618. This indicates that pastoral parents' provision of school requirements affects pupil completion of the primary education cycle by 61.3%.

In reference to the table above, the coefficient of Pastoral Parents' Provision of school materials is 0.649 significant at 0.000 below the critical value of 0.05, implying that a unit increase in Pastoral Parents' Provision of school materials would increase Percentage of children completing by 0.649

CHAPTER FIVE

DISCUSSION

5.0 Introduction

This chapter discusses the findings of the study in relation to the objectives, focusing on how pastoral parents' feeding, guidance, and provision of school materials impact primary education completion in Kaabong district. The results are compared with existing literature, emphasizing similarities and differences to provide a clearer understanding of the study's contributions to the academic conversation.

5.1 Discussion of Findings

5.1.1 Pastoral Parents' Feeding Practices and Primary Education Completion

The study findings revealed a strong positive relationship between pastoral parents' feeding practices and the completion of primary education among pupils. The results indicated that proper nutrition enhances a child's ability to concentrate, attend school regularly, and engage actively in learning. Pupils who consistently received nutritious meals from their parents demonstrated higher school retention and completion rates compared to those who suffered from irregular feeding and food insecurity. Moreover, children who ate regularly were less susceptible to health-related absenteeism, fatigue, and lack of concentration factors that often lead to dropping out of school.

These findings are consistent with Al-Mahdy, Emam, and Hallinger (2020), who emphasized that parental involvement in providing adequate nutrition is a significant determinant of academic achievement and persistence in education. Similarly, Nsabimana et al. (2021) observed that feeding practices within families influence not only physical growth but also the cognitive abilities necessary for learning and educational progress. The study's results further echo the work of Onyango et al. (2020), who found that nutritional adequacy improves pupils' classroom attention, participation, and overall academic performance.

The current research also established that food insecurity, a common challenge among pastoral communities, negatively affects children's ability to complete primary education. This aligns with findings by Adetunji and Adeyemo (2021), who reported that malnutrition and inconsistent meal provision lead to poor concentration and fatigue,

contributing to school dropout rates. In the same vein, Adenuga and Adegoke (2019) noted that consistent and quality meals—particularly breakfast and lunch are crucial in maintaining pupils' focus and academic resilience, thereby increasing completion rates.

Additionally, the study observed that when parents participated in or complemented school feeding programs, pupils showed improved attendance and better academic engagement. This resonates with the findings of the World Food Programme (2023), which highlighted that parental involvement in school feeding initiatives reduces absenteeism and dropout rates, particularly in low-income and food-insecure regions. Similarly, Muwonge et al. (2024) demonstrated that active parental engagement in children's nutritional and educational welfare fosters motivation, improves learning outcomes, and decreases repetition rates.

Furthermore, the study found that external support, such as NGO feeding programs, supplemented parental efforts but could not fully replace them due to inconsistencies during holidays or weekends. This underscores the argument made by Nankya and Namutebi (2022) that sustainable educational progress in rural and pastoral settings depends largely on household-level feeding practices rather than temporary external interventions. Khasawneh and Alshurman (2020) also reinforce this view, asserting that children who perceive their parents as supportive through consistent provision of meals and encouragement are more likely to value education and complete their primary cycle.

5.1.2 Pastoral Parents' Guidance at Home and Primary Education Completion

The study established that pastoral parents' guidance at home has a significant impact on their children's ability to complete primary education. The findings revealed that parents who actively engaged in their children's schoolwork by supervising homework, discussing school progress, and offering emotional support greatly enhanced the likelihood of their children remaining in school and completing the primary cycle. This parental involvement helped children develop discipline, focus, and motivation, which are essential for coping with academic demands and the challenges of pastoral life.

The research further showed that girls benefited most from parental guidance. In many pastoral households, girls often face multiple barriers such as early marriages, domestic chores, and gendered expectations that compete with their schooling. However, when parents, especially mothers, took the initiative to emphasize the importance of

education for both boys and girls, these gender-related obstacles were mitigated. Conversely, households where parents were less involved or disinterested in their children's educational progress experienced higher dropout rates and poorer academic performance.

These findings are consistent with the observations of Muwonge et al. (2021), who asserted that active parental engagement in guiding children's learning at home significantly improves academic performance and persistence in school. Similarly, Kasozi and Nansubuga (2020) emphasized that when parents provide consistent guidance and support during homework, children develop self-discipline, responsibility, and confidence key traits that enhance school completion rates. The present study's findings also align with Ouma and Musoke (2019), who noted that parents who assist children in understanding assignments and managing study time help to improve academic performance and completion.

In line with this, Nakimuli and Nabirye (2020) found that parental involvement in homework activities strengthens communication between parents, teachers, and pupils, thereby reinforcing study habits and improving self-efficacy. The present study similarly showed that parental guidance fosters emotional stability and resilience among pupils, enabling them to persist despite the demands of pastoral life. This relationship was also observed by Lomilo et al. (2023) in Karamoja, who reported that informal academic guidance by parents compensates for inadequate school resources and irregular attendance among pastoral children.

Furthermore, the study's findings regarding the role of parental guidance in promoting gender equity in education mirror the conclusions of Namara and Ssenyonjo (2021), who highlighted that frequent parental discussions about schooling and future aspirations motivate both boys and girls to remain committed to their education. Consistent with this, Eremugo and Ocen (2022) found that in pastoral communities, when parents consciously provide equal mentorship to boys and girls, the gender gap in school completion narrows considerably.

The emotional and motivational aspects of parental guidance found in this study also support the arguments of Nankya and Namutebi (2022) and Akello and Mwebaze (2022). Both studies observed that when parents show genuine interest in their children's progress through counseling, encouragement, and career guidance pupils develop

stronger emotional resilience and persistence, increasing their chances of completing primary education. The present research confirms this relationship, emphasizing that parental guidance serves as a psychological anchor that sustains children's interest in education, even amid the economic and cultural challenges of pastoral living.

5.1.3 Provision of School Requirements and Primary Education Completion

The study found a significant relationship between the provision of school requirements by pastoral parents and the completion of primary education. The findings indicated that pupils whose parents regularly provided essential learning materials such as uniforms, textbooks, pens, and exercise books had higher school attendance and completion rates. Conversely, children from households that could not afford basic school supplies were more likely to experience absenteeism, low morale, and eventual dropout.

Economic hardship in pastoral communities was identified as a major factor limiting parents' ability to meet these educational needs. Many parents depend on livestock as their primary source of livelihood, and during droughts or migration seasons, their capacity to purchase school items diminishes. The lack of school materials not only posed logistical barriers to learning but also affected children psychologically, as they often felt embarrassed, inferior, or alienated from their peers who were better equipped. However, the study also highlighted that even minimal parental efforts—such as providing second-hand uniforms, shared textbooks, or occasional financial contributions—helped sustain children's participation and sense of belonging in school.

Furthermore, pupils whose parents received support from local government initiatives or non-governmental organizations (NGOs) in acquiring school materials showed marked improvement in school attendance and completion. These interventions helped bridge economic gaps and strengthened parental commitment to education.

These findings are consistent with Muwonge and Namiro (2020), who established that the provision of school materials significantly enhances pupils' engagement and sense of belonging in school, which in turn improves completion rates. The current study similarly found that when parents made an effort to ensure children had the necessary scholastic materials, the pupils developed a more positive attitude toward schooling. Ochen and Adong (2021) also confirmed that in pastoral settings, such as Karamoja, the availability of school materials is crucial for sustaining attendance, given the community's nomadic

lifestyle and economic vulnerability.

The present findings further align with Ssenyonjo and Namusoke (2019), who revealed that children with adequate school supplies were more active in class and less likely to be absent. This study echoes that view, emphasizing that access to uniforms and books helps reduce stigma and social exclusion two major factors contributing to dropout in impoverished communities. Similarly, Mutonyi and Nkata (2020) observed that in low-income households, the effect of providing school requirements is even more pronounced, as it directly reduces participation barriers and enhances motivation to complete school.

Moreover, the study resonates with Kasozi et al. (2022), who argued that parental aspirations and willingness to sacrifice for their children's education reinforce children's motivation to persist through the primary cycle. The present findings underscore this, as pastoral parents who valued education and made consistent efforts to meet school-related expenses fostered a strong sense of determination and self-worth among their children.

Nonetheless, the findings also reflect the challenges identified by Lomilo et al. (2023), who noted that pastoral parents often face financial constraints due to livestock dependency and migration patterns. This makes the continuous provision of school supplies difficult, leading to irregular attendance and dropout—particularly among girls, who are frequently burdened with household chores or herding duties. This gendered dimension was evident in the current study, where girls' school completion rates were notably lower in households with inconsistent provision of school requirements.

Furthermore, the emotional and academic support associated with material provision highlighted in this study corroborates Akello and Mwebaze (2022), who found that children who perceived their parents as supportive through providing materials, meals, and encouragement demonstrated improved behavior and academic performance. Similarly, Nankya and Namutebi (2022) observed that consistent parental provision of scholastic items directly predicts higher completion rates and smoother transitions to secondary education.

CHAPTER SIX

SUMMARY CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

This chapter presents a concise summary of findings, conclusions, and recommendations based on the study's objectives and research questions. The study aimed to assess how pastoral parents' involvement in feeding, guiding, and providing school materials affects the completion of primary education in Kaabong District.

6.1 Summary of Findings

6.1.1 Pastoral Parents' Feeding Practices and Primary Education Completion

The research demonstrated a significant positive relationship between pastoral parents' feeding practices and their children's completion of primary education. Proper nutrition was identified as a critical factor influencing a child's ability to focus and engage in school activities. The study revealed that most children from pastoral communities often face food insecurity due to the semi-nomadic lifestyle, which directly affects their school attendance and academic performance.

The data indicated that children who receive regular and nutritious meals from their parents have a higher chance of completing their primary education. Parents who ensured their children ate well, especially during school hours, mitigated common issues like hunger-related absenteeism and lack of concentration, both of which are major contributors to school dropouts. Additionally, pupils who were provided with adequate meals were less likely to suffer from health problems that would keep them out of school for extended periods.

The study found that, in many instances, external support, such as feeding programs sponsored by NGOs, played a critical role in supplementing the efforts of parents. However, the inconsistency in these programs, particularly during school holidays and weekends, meant that parental involvement in feeding remained essential. The conclusion drawn here is that well-fed children are better positioned to succeed academically and complete the primary education cycle.

6.1.2 Pastoral Parents' Guidance at Home and Primary Education Completion

The second research objective focused on how parental guidance at home impacts children's ability to complete their primary education. The findings showed that pastoral parents' involvement in guiding their children, particularly in balancing schoolwork and household responsibilities, is vital in ensuring that they remain enrolled in school.

Parents who took an active role in supervising their children's homework, discussing school matters, and offering emotional support significantly influenced their children's educational outcomes. The study revealed that children from homes where parents were engaged in their learning process were more likely to complete their education than those who lacked this guidance. This involvement provided the children with the emotional resilience needed to persevere through academic challenges and the demanding nature of pastoral life.

Additionally, the study found that girls especially benefited from parental guidance, as they are more likely to face additional barriers, such as early marriages or domestic duties, which can pull them away from school. Parents who emphasized the importance of education for both boys and girls helped their children stay motivated and focused on completing their education. However, in cases where parents were less involved or disinterested in the educational progress of their children, dropout rates were higher, and academic performance was poorer.

6.1.3 Provision of School Requirements and Primary Education Completion

The final research objective examined the relationship between the provision of school requirements by pastoral parents and the completion of primary education. The study revealed that the availability of basic educational materials such as uniforms, textbooks, pens, and other essential school supplies is crucial for ensuring children stay in school.

In many pastoral households, economic hardship made it difficult for parents to consistently provide these materials. The study found that children who lacked adequate school supplies were more likely to miss school, feel disengaged, and eventually drop out. The lack of school materials was not only a logistical barrier to learning but also had psychological effects, as children felt embarrassed or marginalized due to their inability to meet the minimum school requirements.

Despite these challenges, the study highlighted cases where even small parental contributions, such as providing second-hand uniforms or sharing textbooks, significantly improved school retention rates. The data also pointed out that parents who received assistance from local government programs or NGOs to acquire school materials saw a marked improvement in their children's school attendance and completion rates.

6.2 Conclusion

The research has provided clear insights into the pivotal role that pastoral parents play in their children's education. Specifically, the findings underscore the importance of parental feeding practices, guidance at home, and the provision of school materials in enhancing the completion of primary education in Kaabong District. The conclusions drawn from each research question are as follows:

6.2.1 Research Question 1: How does pastoral parents' feeding of children contribute to pupil primary education completion in Kaabong District?

The study concludes that feeding practices have a profound impact on pupils' completion of primary education. Children who are consistently well-fed are more likely to attend school regularly, concentrate better, and perform well academically. Hunger is a significant deterrent to learning, and parental involvement in providing food is critical to keeping children in school. Thus, addressing food insecurity among pastoral families can lead to a significant increase in primary school completion rates.

6.2.2 Research Question 2: How does pastoral parents' guidance of pupils at home contribute to pupils' primary education completion in Kaabong District?

Parental guidance is another crucial factor that influences school completion. The study concludes that parents who actively engage in their children's education whether by supervising homework, encouraging school attendance, or providing emotional support are more likely to see their children complete the primary school cycle. In a pastoral context, where children often have additional responsibilities, such as herding or household chores, the guidance and encouragement provided by parents become even more vital in ensuring children remain focused on their education.

6.2.3 Research Question 3: How does pastoral parents' provision of school requirements contribute to pupil primary education completion in Kaabong District?

The provision of basic school materials is essential for pupils' academic engagement and success. The study concludes that children who receive the necessary school supplies from their parents are more likely to complete their primary education. Economic challenges often prevent parents from providing these materials consistently, leading to higher dropout rates. However, when parents, with or without external support, manage to provide even the minimal required materials, their children are more likely to stay in school and complete their education.

6.3 Recommendations

The study's findings have practical implications for improving primary school completion rates in Kaabong District. The following recommendations are based on the research questions and suggest ways to enhance pastoral parents' involvement in their children's education:

6.3.1 Recommendation on Feeding Practices

Given the strong correlation between proper feeding and school completion, it is recommended that educational authorities, in partnership with NGOs and community organizations, launch nutrition awareness programs targeting pastoral parents. These programs should emphasize the importance of providing regular and nutritious meals for school-going children. Additionally, schools could collaborate with local communities to establish school gardens that would supplement the feeding programs and teach children about agriculture and nutrition.

Furthermore, feeding programs within schools should be expanded and made more consistent. These programs could include the provision of breakfast or lunch for children who may not receive adequate meals at home. The government could also explore conditional cash transfers or food aid programs specifically aimed at improving the nutrition of schoolchildren in pastoral areas.

6.3.2 Recommendation on Parental Guidance

To improve the level of parental guidance, schools should enhance communication channels with parents. This could involve regular meetings or workshops where teachers inform parents about their children's academic progress and discuss ways to support learning at home. Educating parents on the significance of their involvement,

even in simple activities like checking homework or asking about school, can make a substantial difference in a child's academic journey.

Schools should also consider implementing community-based mentorship programs where older, educated community members or local leaders can act as role models, helping to guide both parents and children on the value of education. Special attention should be given to sensitizing parents about the importance of girls' education, addressing cultural norms that may hinder girls from completing their schooling.

6.3.3 Recommendation on Provision of School Materials

Given the critical role of providing school materials, it is recommended that local governments and NGOs collaborate to create programs that assist parents in acquiring necessary school supplies. These could include community-driven initiatives such as school uniform exchanges, textbook lending programs, or group purchasing schemes that make it more affordable for parents to buy materials in bulk.

Schools could also establish scholarship or sponsorship programs that support the most disadvantaged children by providing them with uniforms, books, and other supplies. Additionally, the government should consider increasing the allocation of educational subsidies in pastoral regions to alleviate the financial burden on parents, thereby enabling more children to complete their education.

6.4 Areas for Further Research

The study has highlighted key areas that require further investigation. Future research could explore the long-term impacts of parental involvement not only on primary school completion but also on students' transition to secondary education and their overall academic performance. It would be beneficial to conduct comparative studies between different pastoral regions to determine whether cultural or economic variations influence parental involvement in similar ways.

Moreover, research into the effectiveness of specific interventions, such as school feeding programs or community mentorship initiatives, could provide deeper insights into which strategies are most effective in boosting school completion rates among pastoral communities. Finally, further exploration into gender-specific barriers to education in pastoral areas, particularly for girls, would offer valuable guidance for developing

targeted interventions that address these unique challenges.

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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR HEADTEACHERS AND TEACHERS

I am Acheng Molly, a student at Uganda Christian University undertaking a study on the extent to which parental involvement contributes to pupils' completion rate in the primary education cycle in Kaabong District that will lead to the award of the Degree of Master of Education Administration and Planning of Uganda Christian University.

All information provided will be confidential and will not be used for any other purpose except for academic purposes. You will not be penalized for withdrawing from participation at any point. You will only participate in the study following a voluntary consent by ticking in the boxes below.

Do you consent to participate? YES NO

Instruction: _____

You are kindly requested to complete the questionnaire as honestly as possible. Write in bold or tick where appropriate.

SECTION A. Demographic Data of Respondents

Please tick (*J*) the appropriate response.

1. **Sex of Respondent** 1. Male 2. Female

SECTION B: INDEPENDENT CONSTRUCTS

In the questions below, kindly read through and tick according to your perception as provided by the Likert rating scale rating below;

1. Yes 2. No

No.	Feeding of Children	Yes	No
1	Most parents of this school offer cooked lunch to their children		
2	Some of the parents of this school offer cooked lunch to their children		
3	The lunch offered is posho and beans		
4	The parents can afford to offer porridge to the children		
5	Some children come to school with packed cooked food from home		
6	Some children come with fruits like mangoes, oranges or ripe bananas		
7	The parents provide clean water for children to drink while at school		
8	The parents pay for the children's feeding at school		
9	The parents contribute foodstuffs for children's feeding		
10	There is an organization that supports the feeding programme		

Section C:

No.	Pastoral Parents' Provision of school materials	Yes	No
1	The parents of this school provide reading materials to their children		

2	The parents provide exercise books, pens and pencils to their children		
3	The parents provide mathematical sets to their children		
4	The parents buy story books for their children's reading exercises		
5	The parents buy alphabet charts for children's learning of the alphabet		
6	The parents buy number charts for their children		
7	The parents provide school bags for their children		
8	The parents provide other materials such as crayons for art		

Section D:

No.	Pastoral Parents' guiding children	Yes	No
1	When the children get home, the parents set regular time for their Homework		
2	In the homes, parents organize some specific place for children to do Homework		
3	The parents provide supplies for the children's homework		
4	The parents identify resources to help children do their homework		
5	The parents encourage children to do homework		
6	The parents supervise children as they do their homework		
7	The parents encourage their children to get organized as they do their Homework		
8	The parents cultivate good study habits that enables children do Homework		
9	Some parents help their children to answer questions in the homework		
10	The parents create space for children to do their homework		

SECTION E: DEPENDENT CONSTRUCT

No.	Percentage of children completing the last year of primary	Yes	No
1	All children who enroll in primary one in this school complete primary Seven		
2	Majority of the children who start primary one in this school complete P.7		
3	Only a few children who enroll in P.1 in this school complete P.7.		
4	Most children rarely complete the primary cycle from P.1 to P.7		

5	At least 3 in every four children who enroll in P.1 complete their P.7		
6	Normally half of the children who enroll in P.1 complete P.7		
7	About 1 in every 4 children who enroll in P.1 complete their P.7 class.		
8	Majority of learners who sit for PLE in my area are Girls		
9	Majority of learners who sit for PLE in my area are Boys		
10	Girls in my area are more likely to complete P.7 class than Boys		

Thank you

END

APPENDIX II: INTERVIEW GUIDE FOR EDUCATION MANAGERS AND HEADTEACHERS

Introduction

My name is Achieng Molly, a student of Uganda Christian University pursuing a degree of Master of Education Mbale main campus. I am carrying out a Research on the extent to which parental involvement contributes to pupils' completion rate in the primary education cycle in Kaabong District. You have been selected as a respondent to provide information for only academics purposes. The objectives of the study include;

- i. To find the extent to which feeding of children contributes to pupil completion of the primary education cycle in Kaabong District.
- ii. To establish the contribution of Pastoral Parents' provision of school requirements to pupil completion rate of the primary education cycle in Kaabong District.
- iii. To establish the contribution of Pastoral Parents' guidance in pupils' to their completion rate of the primary education cycle in Kaabong District.

I would like to request for your permission and consent before I proceed with the interview. The responses will be handled with utmost confidentiality. Please respond with all the sincerity it deems right. This study is completely voluntary and you can opt out if you wish.

Items

1. As an education manager, comment on the level of parental guidance in children's education in the primary schools in Kaabong District.
2. What do you think are the factors that affect the level of parental guidance in their children's education?
3. How would you describe the completion in the primary schools in Kaabong District?

4. Could you explain your description in (3) above?
5. In your opinion, what is the extent to which feeding of children contributes to pupil completion of the primary education cycle in Kaabong District?
6. How would you describe the contribution of Pastoral Parents' provision of school requirements to pupil completion rate of the primary education cycle in Kaabong District?
7. Could you kindly elaborate on your response in the previous question?
8. Please describe the contribution of Pastoral Parents' guidance in pupils' homework to pupil completion rate of the primary education cycle in Kaabong District.
9. What is the other contribution can parents provide to increase pupil completion rate of the primary education cycle in Kaabong District?
10. If you were to advise parents on their guidance and children completion in primary schools in Kaabong District, what would you have to say?

Thank you for participating in this study.

END

APPENDIX III: FOCUS GROUP DISCUSSION GUIDE FOR MEMBERS OF SMC/PTA

Introduction

My name is Acheng Molly, a student of Uganda Christian University pursuing a degree of Master of Education Mbale main campus. I am carrying out a Research on the extent to which parental involvement contributes to pupils' completion rate in the primary education cycle in Kaabong District. You have been selected as a respondent to provide information for only academics purposes. The objectives of the study include;

- To find the extent to which feeding of children contributes to pupil completion of the primary education cycle in Kaabong District.
- To establish the contribution of Pastoral Parents' provision of school requirements to pupil completion rate of the primary education cycle in Kaabong District.
- To establish the contribution of parents 'guidance in pupils' homework to pupil completion rate of the primary education cycle in Kaabong District.

I would like to request for your permission and consent before I proceed with the focus group discussion. The responses will be handled with utmost confidentiality. Please respond with all the sincerity it deems right. This study is completely voluntary and you can opt out if you wish.

Items

1. As a member of the SMC/PTA, comment on the level of parental involvement in children's education in the primary schools in Kaabong District.
2. What do you think are the factors that affect the level of parental involvement in their children's education?
3. How would you describe the completion in the primary schools in Kaabong District?

4. Could you explain your description in (3) above?
5. In your opinion, what is the extent to which feeding of children contributes to pupil completion of the primary education cycle in Kaabong District?
6. How would you describe the contribution of Pastoral Parents' provision of school requirements to pupil completion rate of the primary education cycle in Kaabong District?
7. Could you kindly elaborate on your response in the previous question?
8. Please describe the contribution of Pastoral Parents' guidance to pupils to their completion rate of the primary education cycle in Kaabong District.
9. District?
10. If you were to advise parents on their involvement and children completion in primary schools in Kaabong District, what would you have to say?

Thank you for participating in this study.

END



UGANDA CHRISTIAN UNIVERSITY

A Centre of Excellence in the Heart of Africa
MBALE UNIVERSITY COLLEGE.

Office of the Academic Registrar

To DISTRICT EDUCATION OFFICER
KARABONG DISTRICT LOCAL GOVERNMENT.

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss MOLLY ACHENG
Of Registration Number S17/MUC/MED/OIS pursuing a Masters'
Degree/Postgraduate Diploma / Bachelor's Degree
MASTERS DEGREE IN EDUCATIONAL PLANNING AND ADMINISTRATION

He/ she is required to carry out academic research on the topic
PASTORAL PARENTS' INVOLVEMENT IN EDUCATION AND PUPILS' PRIMARY
SCHOOL COMPLETION IN KARABONG DISTRICT, KARAMOJA REGION, UGANDA.

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,


Mr. Akampurira Timothy
Academic Registrar



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