THE INFLUENCE OF PARENTS' CONTRIBUTION ON CHILDREN'S ACADEMIC ACHIEVEMENTS AMONG PRIMARY SCHOOLS IN BUSOBA SUB-COUNTY, UGANDA

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DECLARATION

I, Amon Mpumwire declare that this dissertation is my own effort and has not been presented to any College or University for any award.

Sign: …  Date: 13/02/2025

AMON MPUMWIRE

APPROVAL

This is to certify that this dissertation has been done under my supervision and is being submitted with my approval.

Signed  **Date…31/05/2025**

DR. DAVID OKURUT

DEDICATION

I dedicate this dissertation to my beloved wife Mrs. Olive Katoko and my children (Shalom Agatha, Liz and Glory).

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ABBREVIATIONS/ ACRONYMS

CVI – Content Validity Index

DEO – District Education Officer

DIS – District Inspector of School

EPRC – Education Policy Review Commission

ESSAPR – Education and Sports Sector Annual Performance Report

SDGs– Sustainable Development Goals

MoESTS – Ministry of Education, Science, Technology, and Sports

NCDC– National Curriculum Development Centre

PLE – Primary Leaving Examinations

PTA – Parents and Teachers Association

SPSS – Scientific Package for Social Sciences

UCE – Uganda Certificate Examinations

UNEB– Uganda National Examinations Board

UNICEF– United Nations International Children Emergency Fund

UPPET– Universal Post Primary Education and Training

ABSTRACT

This study investigated the influence of parents' contributions on children's academic achievements among primary schools in Busoba sub-county, Uganda. A cross-sectional research design and quantitative approach were employed to collect data from teachers and parents of primary one to primary seven students. The objectives of the study were; to examine the influence of parents monitoring child's learning on academic achievements in primary schools in Busoba sub-county; to establish the influence of parents supporting child's learning at home on academic achievements in primary schools in Busoba sub-county, and to analyze the influence of parents' participation in decision making on academic achievements in primary schools in Busoba sub-county. A sample of randomly selected respondents was 136 from a population 219 comprising of parents and teachers. But only 134 respondents responded.The study found significant positive influence of parents' monitoring of child's learning (Adjusted R^2= .262, *p*= .000), parents' support for child's learning at home (Adjusted R^2= .199, *p*= .000), and parents' participation in decision-making (Adjusted R^2= .183, *p*= .000), on children's academic achievements. Overall, the three factors contribute 28.2% variance on academic achievements (Adjusted R^2= .282). The study therefore concluded that parents' contribution is of great importance towards a child's academic achievements. The study recommends that parents need to always monitor their children's learning and guide them to the right direction since this will help them achieve their academic goals with ease; the school administration need to encourage parents to support their children academically while at home as this will help the children become active and hard working at schools; and finally, the schools need to always engage parents in decision making as most of the decisions made affect parents directly with their children. Therefore, the study's findings contribute to the existing literature on parental contribution and academic achievement, and provide insights for policymakers and educators seeking to improve educational outcomes in Uganda.

Key Words: *Parents' Contribution, Monitoring Child's Learning, Supporting Child's Learning, Participation in Decision Making, Academic Achievements.*

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The study was set to examine the influence of parents' contribution on children's academic achievements among primary schools in Busoba Sub County, Uganda. This chapter therefore presents the background of the study, statement of the problem, purpose of the study, research objectives, research questions, scope of the study, significance of the study, justification of the study and conceptual framework. It also gives operational definitions of terms and concepts.

1.1 Background of the Study

The need to access and enhance quality and promote students' achievement in education is a global concern. The Jomtien World Education Conference (1990) declared Education for All (EFA) and the Dakar Declaration (2000) affirmed it as the key pointers of such concerns with specific reference to improvement in learning achievement. The Dakar Declaration proposed that percentage of an appropriate age cohort for example 80 percent of the 12 year old attains a defined level of learning achievement (World Bank, 2018). Moreover, the Millennium Development Goals (MDGs) of 2000 had projected 2015 as a time frame for all school-aged children (both boys and girls) to be able to complete at least five years of primary schooling (Molina et al., 2018). According to McNeal (2014), Parents invest their time, attention, and resources in their children with the expectation of a return – namely that their children will perform better in school. Wong (2008) therefore defines parents'

contribution as the extent to which parents are interested in, knowledgeable about and willing to take an active role in the day-to-day activities of the children education for instance helping them with their homework, paying school fees, uniforms, among others. Whereas, Arul and Hanitha (2017) define academic achievement as the act of accomplishing, attaining or finishing certain academic level, especially by means of skill, practice or preference.

Under the Sustainable Development Goals (SDGs), access to education has improved in sub-Saharan Africa but educational achievements remain alarmingly low (Conway, 2020). Regional assessments show that 28 percent of Tanzanian third grade pupils were reading at grade level, only 19 percent in Kenya and less than 10 percent in Uganda (Germano & Xanthe, 2013). Germano and Xanthe (2013) further argue that the low and uneven level of knowledge acquisition during the foundational years of primary school has adverse implications for academic achievement in later grades. The achievements are related to the abilities that children develop with the emphasis on literacy, and numeracy which are tools for educational achievement and progression. According to Argyll and Bute Council (2016), through working together and the sharing of knowledge, parents, schools and the Education Service will be able to help support children to reach their full potential. Also, research consistently demonstrates that where parents are involved with their children's education and learning, both at home and in partnership with the school, their children do better and achieve more. These benefits can be long-lasting and extend to better health, better relationships and improved employment prospects (Argyll & Bute Council, 2016).

In Uganda, the estimated literacy rate is still demanding estimated at 76 percent, a slight increase from 74 percent in the 2016/17. The literacy rate was higher for males (81%) than females (72%) in 2019/20 (UBOS, 2021; Uganda National Survey report, 2020). According to Nishimura et al. (2009), parents' perception that government is totally responsible for their children's education has made them to be sleeping partners in every kind of school participation activities and entire education process. Yet, Argyll and Bute Council (2016) pointed out that parents have a key role as prime educators and carers of their children. By working in partnership, schools and parents can develop children's attitudes to learning, helping to ensure that children achieve their full potential. This partnership working will also provide schools with a clearer understanding of children's home circumstances and personal achievements. These contradictions in perceptions affect the academic achievement of children questioning the quality of education in those schools. The government of Uganda embarked on improving the quality of education in its schools through curriculum review among other strategies. This was meant to enhance the teaching and learning of Literacy and Numeracy in primary level as recommended in one of the objectives of primary education in Uganda that, "it should enable individuals to acquire functional Literacy, Numeracy and communication skills in one Ugandan language and English".

Despite the effort, the percentage of learners in primary schools rated proficient in Literacy in English and Numeracy in 2021 dropped to 13.4 percent (boys 46.4% and girls 36.1%) from that of 2018 (NAPE report, 2021; National Assessment of Progress in Education Report, 2019). Children in urban areas are more proficient (57.8%) than

children in rural areas (36.3%) in both literacy and numeracy. Similarly, children in private schools (63.5%) are more proficient in both literacy and numeracy than their counterparts in government schools (36.1%). At the higher level in P6, the proficiency in literacy and numeracy is at 53.1% and 56% respectively. More boys than girls at P6 are proficient in numeracy. School dropout rate is at 25.3% of children (29.4% boys and 24.6% girls) (National Assessment of Progress in Education Report, 2019; Education Statistical Abstract, 2019). According to teachers in most of these schools, the low academic performance in numeracy and literacy subjects is due to parents' ignorance to fully involve themselves in the education of their children. This is further backed by Mbale District Education Office's report (2021) which indicates that parents have looked at government as totally responsible for their children's education. They have a feeling that provision of free education relieves them of the very many responsibilities they are supposed to do; of course which is a misconception. This has implications on their children's academic achievements. Also, according to UNEB Chairman, research shows that 90% of parents in most districts including Mbale do not fully involve themselves in the education activities of their children.

Mbale district is a district in Eastern Uganda bordering many other neighbouring districts and a habitat for many schools at all levels registered under both government and private sectors. Although these schools have been running effectively, they face challenges regarding children's academic achievements. Factor such as inadequate contribution by parents through monitoring and supporting child's learning as well as participation in decision making could be prime in causing this poor academic achievement among children in primary schools in Busoba sub-county in Mbale district

(Mbale District Education Office's report, 2021; NAPE report, 2021). Literature reports that not many studies established the link between parents' contribution and children's academic achievements among primary schools especially in a local context like Busoba sub-county in Mbale district, hence a reason for this study.

1.2 Statement of the Problem

Parents' involvement in their children's education activities has a significant influence, not only on their reading ability, language comprehension and expressive language skills, but also on their interest in reading and attainment of life skills (Argyll & Bute Council, 2016; Naite, 2021). According to UBOS (2021), the national estimated literacy rate in Uganda is 76 percent, a slight increase from 74 percent in the 2016/17 with varying academic achievements levels among children in the different parts of Uganda. In order to establish the gap in achievement of the learners in primary schools, the same NAPE 2018 tests of Numeracy and Literacy in English were administered to the learners of 2021 (NAPE report, 2021).

Despite the endeavor, many learners in primary schools continue to struggle as their academic achievements in terms of numeracy, literacy and life skills have not improved to a greater level. In fact, results show that the percentage of learners rated proficient in Literacy in English and Numeracy in 2021 dropped by 13.4 percent (boys 46.4% and girls 36.1%) from that of 2018. Busoba sub-county in Mbale district is among the areas that fall low in the pecking order of literacy, numeracy and life skill levels in the country with 42.5% of the pupils having failed related questions. This has consequently resulted in loss of children in those schools as they tend to shift to

private schools, reputation damage to the schools, and also affects the future of children, which all need to be addressed. Inadequate parents' contribution towards their children's education activities could be a major factor in this (NAPE report, 2021; Mbale District Education Office's report, 2021). Not many studies have examined the influence of parents' contribution on children's academic achievements among primary schools in Busoba sub-county in Mbale district, a reason for this study.

1.3 Purpose of the Study

This study was set out to establish the influence of parents' contribution on children's academic achievements among primary schools in Busoba sub-county, Uganda.

1.4 Objectives of the Study

i. To examine the influence of parents monitoring child's learning on children's academic achievements among primary schools in Busoba sub-county in Mbale district.
ii. To establish the influence of parents supporting child's learning at home on children's academic achievements among primary schools in Busoba sub-county in Mbale district.
iii. To analyze the influence of parents' participation in decision making on children's academic achievements among primary schools in Busoba sub-county in Mbale district.

1.5 Research Questions

i. What is the influence of parents monitoring child's learning on children's academic achievements among primary schools in Busoba sub-county in Mbale district?

ii. What is the influence of parents supporting child's learning at home on children's academic achievements among primary schools in Busoba sub-county in Mbale district?

iii. What is the influence of parents' participation in decision making on children's academic achievements among primary schools in Busoba sub-county in mbale district?

1.6 Scope of the Study

The study focus was on the content scope, geographical scope and time scope as explained below.

1.6.1 Content scope

The focus of the study was on the influence of parents' contribution on children's academic achievements among primary schools. The continuous failure by the primary school children to achieve academically in terms of numeracy, literacy and life skills gave a platform for this study. Parents' contribution comprised of sub-variables such as parent's monitoring of the child's learning, supporting of the child's learning at home, and participation in decision making during school meetings while children's academic achievements comprised of dimensions such as numeracy, literacy and life skills.

1.6.2 Geographical scope

The study was conducted in primary schools in Busoba sub-county in Mbale district. Mbale district is a district in Eastern Uganda. It is bordered by Sironko district to the north, Bududa district to the northeast, Manafwa district to the southeast, Tororo district to the south, Butaleja district to the southwest and Budaka district to the west. Pallisa district and Kumi district lie to the northwest of Mbale district. The location of the district headquarters is approximately 245 kilometers (152 mi), by road, northeast of Kampala, the capital of Uganda, and the largest city in the country. Busoba sub-county was specifically selected because it houses primary schools whose children have suffered a setback in their academic achievements in the previous years.

1.6.3 Time scope

In this study, the time scope defines the period the problem existed. The study focused on reports for the past five (5) years ranging from 2018-2022 to extract evidence about children's academic achievements in primary schools in Mbale district. This period was considered because it is current and allowed the researcher to exhaust all the information deemed necessary for the study. Also, this is a period when the poor state of academic achievement was realized and highly pronounced in Busoba sub-county and the district at large.

1.7 Significance of the Study

The study findings and recommendations will act as an eye opener to the parents, pupils, teachers, and other stakeholders to understand the importance and identify

means of improving upon the academic performance of children. It will also help the government as a major stakeholder to devise means of improving the education system in the country in general and Mbale District in particular.

The study findings will help the policy makers to get the basis of legislation about the education system, implementation, and evaluation. In the short and long run, the government will be in position to provide relevant information to parents, school administrators, teachers, and other stakeholders in the education sector in Mbale District.

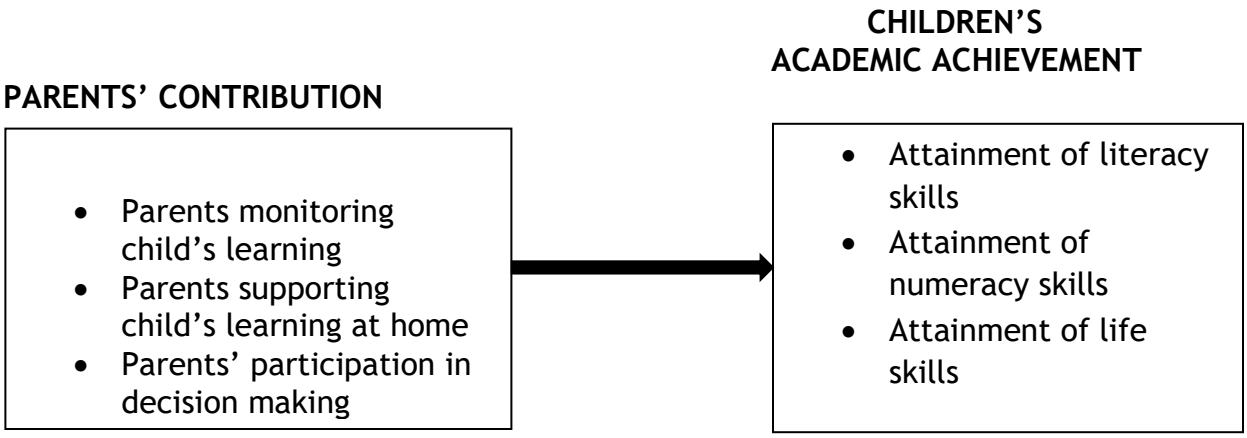
The study findings may be used by future researchers and scholars embarking on a similar area of study as a reference hence enhancing existing literature. Similarly, it will provide them with grounds for comparison and drawing genuine conclusions.

1.8 Justification of the Study

The researcher hopes that the identification and exposure of the key factors such as parents' contribution in their children's achievements in school programs will help in the improvement of the literacy, numeracy and life skills in Busoba sub county in Mbale district and the rest of Uganda. Also, the inadequacy of similar studies in a local context like Mbale district and the need to establish an outstanding solution to the problem at hand necessitated the researcher to conduct this study. Further, the need by the researcher to expound on the body of knowledge by creating current and relevant literature in the area under investigation and the field of education at large was among the reasons for this study.

1.9 Conceptual Framework

A conceptual framework is defined as the system of concepts, assumptions, expectations, beliefs, and theories that supports and informs your research - is a key part of your design (Miles & Huberman, 1994). The conceptual framework which is used in this study was intended to explain the contribution of parents towards their children's academic achievements in primary schools in Busoba Sub County in Mbale district as shown in figure 1.1.



Source: Adopted from Literature by Campbell (2011); Gorard and See (2013); and modified by the Researcher (2023).

Figure 1.1: Conceptual Model

The conceptual framework provides clear links of three major components that are assumed to have been influencing one another; firstly, the forms of parental involvement which include the parental financial and academic support. The parents are expected to support their children financially to facilitate the availability of educational resources and facilities such as uniforms, teaching and learning facilities

such as text books and transport costs to and from school. The academic support by the parents is supposed to include supporting their home works, creating conducive environment for their children when they are at home. It has been a tradition for teachers to give their children home work to do especially during the weekends. Thus, the parents are expected to also provide educational materials in the form of books, educative newspapers and directly supporting their children's academic achievement. The parents are also involved in school managerial activities specifically when it comes to decision making and school programming. These activities are expected to add value to the pupils' academic achievement.

The second component of the conceptual framework identifies the contribution of Parental involvement in school activities. This is the value that parents are expected to contribute by involving themselves into school activities. The researcher assumed that parental involvement could be effective in terms of increasing their financial support to meet school related facilities and demands; increased teaching and learning materials for their children including textbooks, pens, pencils; and increased support in terms of children's academic activities including homework or assignments provided to pupils by their teachers.

The third component in the conceptual framework identifies the effect of parental involvement in school activities. The researcher assumed that parental involvement in school activities may finally enable improve pupils' academic achievement in both school terminal tests and final examinations. The pupils are usually tested at the end of each term and examined at the end of their studies, which is primary seven. Thus,

the pupils' academic performance is expected to be measured in the form of pupils' scores in their terminal and final examinations, reading and writing abilities. The more parents are contributing towards their children academic achievements; the better is the academic performance of their children at school.

1.10 Definition of Key Terms

Academic Achievement: This refers to pupil's performance at or above the states measure of proficiency.

Parents' contribution: Refers to the parent's involvement towards a child's education activities through monitoring their learning, supporting their learning at school and participation in decision making at school.

Monitoring child's learning: Refers to critical examination and supervision of a child's behavior and performance at both school and home by parents and involves reinforcing or sanctioning desirable and non-desirable behavior.

Supporting a child's learning: Refers to the academic guidance or help parents give to their children at home such as helping them read, assist them with their homework, and provide tutoring using resources provided by teachers.

Participation in decision making: Refers to parent's active involvement in critical school matters most likely to affect both their children and the school performance.

Primary education: Is the initial stage of education and has its basic aim of; to create, establish and offer opportunities to all children regardless of age, gender or

country of origin, to achieve a balanced cognitive, emotional and psychomotor development.

Parents: For the purpose of this study, parents include family members, siblings, guardians, aunts and uncles, and grandparents who are involved in school for the benefit of a specific pupil.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the review of literature related to the topic under study. It includes theoretical literature, and objective/actual literature showing the links between the study variables. It is based on the opinions and findings from previous scholars of different publications and acts as the basis for this study.

2.1 Theoretical Review – Goal Setting Theory

The study was guided by the goal setting theory developed by Locke and Latham (2002). The theory states that a direct relationship exists between the definition of specific and measurable goals and performance. The theory assumes that individuals who know what they are aiming at get motivated to exert more effort to achieve them. It emphasizes on goal setting and encouragement of decision rights as a basis for positive achievements. De Waal (2007) observes that taking responsibility for results requires that institutional members are given the opportunity to influence their results favorably and have the freedom to take action. This implies that parents have a decision right and are given opportunity to influence their children's academic achievements.

Decision rights allow both teachers and parents to have a say about issues that affect their children's academic achievement (Locke & Latham, 2002). This implies that teachers can define the right Key Performance Indicators (KPIs) and the mandate to establish Critical Success Factors (CSFs) in relation to children's academic

achievement. According to Armstrong (2006), teachers and pupils meet or exceed performance goals especially when motivated to solve problems related to the results for which they are accountable. Children's academic achievement is a reflection of a shared responsibility between teachers and parents, each with a stake in their success. However, schools face a challenge in ensuring that this shared responsibility does not fail. But this challenge is not without a solution and accountability can put an end to this. School administrations often view teachers and parents as assets rather than costs to be borne by the schools or government and their contributions are a starting point for enumerating the results for which they are accountable (Locke & Latham, 2002; Armstrong, 2006). Therefore, the theory is relevant in the study due to its support for motivation of children as a basis for academic achievement.

Significantly, according to Hale and Whitlam (1998), "goal setting is seen as a means of helping all individuals to pull in the same direction with a view to gaining competitive advantage." Locke and Latham (1990) reinforced the argument that "there is strong reason to conclude that goal setting works at the group and organizational (or unit) level as well as at the individual level." Mills (2002) also aptly defined the importance of goal as representing "a way of keeping score" and that "by helping teachers, parents and pupils define their personal goals, school administrations are putting them on the path towards achieving the academic excellence." Additionally, Mills (2002) pointed out that "people who see the connection between their personal goals and the larger goals of the organization will have a greater impact on the achievement of those goals than people who see no such connection." Despite the benefits of goal setting, there are a few limitations of the

goal-setting process (Locke & Latham, 2002). First, associating goals with monetary rewards motivates people to establish easy rather than difficult goals. In some cases, individuals negotiate goals with their supervisor that they have already completed. Second, goal setting make individuals focus on a narrow subset of measurable performance indicators while ignoring aspects of career performance that are difficult to measure. The saying "What gets measured is what gets done" applies here. Third, setting performance goals is effective in established tasks, but it may not be effective when individuals are learning a new, complex task (Locke & Latham, 2002, as cited in Fred, 2011). Therefore, irrespective of these limitations, Goal Setting Theory (GST) deemed fit for this study.

The study is based on theories within the constructivist paradigm. Constructivism as a paradigm or worldview posits that learning is an active, constructive process. The learner is an information constructor. People actively construct or create their own subjective representations of objective reality. New information is linked to prior knowledge, thus mental representations are subjective.

2.2 Parents Monitoring Child's Learning and Academic Achievements

For a child to achieve his/her goal academically, a parent is expected to play a big role in terms of monitoring his/her learning process. According to McNeal Jr (2014), one way to conceptualize parent-child involvement is the degree to which a parent is actively engaged in their child's life, knows their child's whereabouts, and makes sure their child's homework is completed. These measures are usually referred to as monitoring. Monitoring is usually associated with student behavior and performance

by parents reinforcing or sanctioning desirable and non-desirable behavior (Hoover-Dempsey & Sandler, 1995 as cited in McNeal Jr, 2014). The assumption is that active parental monitoring will ultimately affect the child's academic achievement by first altering the adolescent's behavior (i.e. truancy, absenteeism, and homework). The reinforcement process thus, indirectly affects achievement by parents keeping their children away from bad influences, assisting teachers by assuring homework is properly completed, and making sure that their child is staying out of trouble (McNeal Jr, 2014). In every society, the parent is always considered the child's care ever since childhood to adulthood. Everything the child does or performs should be monitored and wherever possible, led by the parent. So the parent is much accountable to either good or worse of how the child will be as the children spend most of their time at home (Mong'are, 2017).

For parents to effectively become involved in their children's learning and thereby exerting a positive influence on the child's academic performance, they must have had previous experience with the formal education system. The situation varies from a parent to another. But all in all, Parents need appropriate information and support to enable them to develop their child's learning at home, in the community and at school. This will enhance parental confidence, skills and aspirations to become further involved in supporting their child's education from early years to the end of secondary school (Argyll & Bute Council, 2016). A study carried out by (Margaret, Elena, Ashley & Heather, 2011) noticed that newly recruited teaching staffs are unprepared to deal with the challenges of the diversity in their classroom due to the lack of information concerning children's background. This is to show that parents

have to provide to teachers, information on children's background and other emotional or physical problems. Further, Kurian (2008) affirms that parents' active participation in monitoring is not only essential to improving discipline in schools but also leads to improved student's academic performance which is demonstrated by good grades. His findings reveal that children of educated parents have a higher level of life satisfaction and fewer problems; and are relatively more confident, self-reliant, and free from anxieties and other psychological problems.

Notwithstanding the several studies conducted on children's academic achievements in schools worldwide, most of them were inferential in nature while the current study was more of descriptive than inferential to enable proper examination of the influence of parents monitoring child's learning on academic achievement as an intervention to the methodological gap which needed to be addressed.

2.3 Parents Supporting Child's Learning at home and Academic Achievements

Children rely most of the times on their parents to provide them with the necessary scholastic material and guidance. Once they are able to receive that from their parents, they get the morale to work hard and achieve their goals academically. According to Durisic and Bunijevac (2017), one way that parents can contribute positively to their children's education is to assist them with their academic work at home. Parents who read to their children, assist them with their homework, and provide tutoring using resources provided by teachers tend to do better in school than children whose parents do not assist them (Izzo et al., 1999 as cited in Durisic & Bunijevac, 2017). In fact, parent-child discussion is expected to affect children

attitudes (and possibly behavior), which in turn should translate into improved academic achievement (McNeal Jr, 2014). Also, parents support a child by visiting classrooms, speaking with teachers or counselors, or volunteering in the school (Dearing et al., 2006). Research has also shown that successful children have strong academic support from their involved parents. More importantly, these effective schools provide positive school climate to their children and parents which brings about good cooperation. Schools become successful when a strong and positive relationship among children, parents, teachers and the community has been established. All children are more likely to experience academic success if their home environment is supportive (Sanders & Sheldon, 2009).

Domitrovich and Welsh (2004) as cited in Naite (2021) showed that parents' involvement in their children's reading activities at home had a significant influence, not only on their reading ability, language comprehension and expressive language skills, but also on their interest in reading. Children who worked with their parents at home on Maths assignment achieved better Maths grades (Bartel, 2010). It demonstrated that when parents are involved in a child's schooling by assisting them with homework, communicating with teachers and attending all events at school, it helps the child to do very well in the all the subjects the school (Naite, 2021). Perhaps, learning at home pertains to providing ideas and information to parents about how they can best assist their children with homework and curricular-related decisions and activities. Parents helping their children with homework or taking them to a museum are examples of this type of involvement. These activities produce a school-oriented family and encourage parents to interact with the school curriculum.

Activities to encourage learning at home provide parents with information on what children are doing in the classroom and how to help them with homework (Durisic & Bunijevac, 2017). A study by Perveen and Alam (2008), show that children can have high academic achievement at later stages of schooling if their parents have involved in their education process. That parents who maintain interest and concern in their children‘s studies in higher-level classes, encourage them at any time and this contributes to their confidentiality.

According to Kurian (2008), establishing a family routine with regular mealtimes, bedtimes, homework time, and outdoor play and exercise time is important. He further asserts that sharing time with family in a structured routine gives a child a sense of meaning, belonging and security. It is a parental responsibility to make the home a suitable environment for learning. Part of this includes ensuring that there is space for the child to study. On contrary, Gorard and See (2013) argue that programmes that merely encourage parents to work with their children at home (i.e. without direct support or skills training), or seek to improve parent-child relationships appear to be ineffective – at least in terms of raising attainment. If neither the parent nor the child knows how to improve a skill like reading comprehension then mere aspiration or motivation is not going to help. Effective parental engagement is not just about getting parents to be interested in their children’s education or to help them with their school work. Many parents from all socioeconomic backgrounds are already routinely helping with their children’s school work, with low-income families reportedly just as likely to be involved as those from higher income homes. Such involvement does not significantly affect children’s performance. But Houtenville and

Conway (2007) still contend that schools need parental co-operation in several fields; homework, medical care, lunch programmes, disciplinary problems, sex education, moral and religious education, curricular and co-curricular programmes and schools improvement projects.

Although studies as discussed above show that there is a clear link between parents supporting child's learning at home and academic achievements(see for example; Durisic & Bunijevac, 2017; McNeal Jr, 2014; Sanders & Sheldon, 2009, among others), most of the studies were in developed countries with less attention given to developing countries, thus limited local literature. Therefore, to address this contextual gap, this study sought to examine the relationship between parents supporting child's learning at home and academic achievements in primary schools in Busoba sub-county in Mbale district.

2.4 Parents' Participation in Decision Making and Academic Achievements

Parents who participate in the school decision making process always make decisions that are in favour of their children's learning whether positive or negative at a time. Decision making refers to including parents in school decisions and to developing parent leaders and representatives. Parents participate in school decision making when they become part of school governance committees or join organizations, such as the parent/teachers association. Other decision-making activities include taking on leadership roles that involve disseminating information to other parents, active PTA/PTO or other parent organizations, advisory councils, or committees for parent leadership and participation, independent advocacy groups to lobby for school reform

and improvements, networks to link all families with parent representatives (Durisic & Bunijevac, 2017). Studies indicate that parental involvement is most effective when viewed as a partnership between educators and parents (Emeagwali, 2009; Epstein, 2009). Similarly, Ondieki (2012) in her study done in Kenya argues that parents who maintain frequent contact with schools have higher achieving children than parents with no frequent contact. She goes on to argue that schools that are well-connected with the community tend to have higher achieving students than schools with fewer ties. The issue of better academic achievements is a collective responsibility so that both parents and teachers need to participate together in decision making; schools should also put in means and ways of encouraging them to participate.

The idea of participating in decision-making is based on the fundamental principle that individuals who are affected by the decision, possess expertise regarding the decision, and are responsible for implementing the decision, should be involved in making the decision. Parent's sense of ownership in the learning of their children can be enhanced by participating in decision making at their children's school. The school can also benefit by including the parent in the school decision making processes. The benefit includes the development of parent leaders and representatives who can sustain good practices. Teachers come and go due to promotions and a range of other reasons but parents belong to the community where the school is located. Parent's participation in decision making can be in different forms such as school Annual General Meetings (AGM), and parent-teacher quarterly meetings (formal and informal) (School Management Committee (SMC) policy, 2014). Meetings are a platform for the parents and teachers to decide on how children should learn. According to

Erlendottir's (2010), such meetings have enabled parents to share ideas through the interaction process, although there are cases of unequal participation when it comes to parents who are not outspoken during meetings. This is particularly important for parents in Uganda where Universal Primary Education (UPE) has been implemented followed by their withdrawal to participate in decision making. And instead parents are expected to decide on how their children should learn as well as taking a stand to support their own children for effective learning to take place for example providing meals and scholastic materials. Constitutionally every child has a right to basic education and basic necessities but all this seems to be on paper and it all lacks policy consistency. To cement the argument, Clarke (2007) asserts that schools function best when parents and the community are active participants and have a sense of ownership of the school. On the other hand, Henderson and Berla (1994) as cited in Durisic and Bunijevac (2017) stressed the benefits of this participation as improved teacher morale, more support from families and higher student academic achievement.

Dervarics and O'Brien (2011) notes that attendance of meetings is the leading form of parent participation. Nishimura et al. (2009) in a comparative analysis of Universal Primary Education (UPE) in Ghana, Malawi, and Uganda indicated that parents claimed to contribute to school by attending meetings. Although local government officials like district officials contradicted their responses, it is very clear that these parents believe that attending meetings is important for the educational process of their children.

Although literature existed on parents' participation in decision making and children's academic achievements, the link between them was not given significant attention by researchers and scholars especially in primary schools in Busoba sub-county in Mbale district, creating a gap. Also, much of the literature in existence are outdated and lack a clear conceptualization of these variables. For such reasons, this study sought to examine the relationship between parents' participation in decision making and children's academic achievements in primary schools in Busoba sub-county in Mbale district.

2.5 Conclusion of Literature Review

In summary, therefore, available studies emphasize the contribution of parents in enhancing children's academic achievements. It was hence important to appreciate the specific components of parents' contribution such as parents monitoring child's learning, parents supporting child's learning at home, and parents' participation in decision making that influence academic achievements as affirmed by various scholars above. Literature also showed that there existed several gaps that needed to be addressed in the study. Finally, this chapter captured the theoretical literature, and actual/ objective literature as seen above. The next chapter discusses the research methodology that was used in the study.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter describes the methods and approaches that were used to conduct the study. It includes the study design, area of study, study population, sample size, sampling techniques and procedures, sources of data, data collection instruments and procedures, measurement of variables, validity and reliability of the instrument, data analysis and presentation, and ethical consideration. Generally, it presents the framework within which data was collected and analyzed.

3.1 Research Design

Defined as a scheme, outline or plan that is used to generate answers to the research problems, according to Orodho (2012), a research design is an arrangement of data collection and analysis conditions in a manner that aims to combine relevance with the research purpose. This study adopted a cross-sectional survey research design. A cross-sectional survey design involves surveying people and recording their responses for analysis as propounded by Cooper and Schindler (2014). The design enabled collection of data from a random sample and also allowed different categories of subjects to be studied at one point in time as opined. The study adopted a quantitative approach of data collection because it allows generalization of findings as stated by Amin (2005). The quantitative approach measured the association between parents' contributions and children's academic achievements.

3.2 Area of Study

The study was conducted in primary schools in Busoba sub-county. The sub-county is found in Mbale district which is located approximately 250 kilometers (152 mi), by road, northeast of Kampala, the capital of Uganda, and the largest city in the country. The coordinates of the Sub-county are: 00 57N, 34 20E. The inhabitants of Busoba Sub-county are Gishus/ or Bagisu whose main economic activity is cultivation of bananas, coffee, beans and they also carry out petty trade.

3.3 Study Population

The study population constituted 10 primary schools in Busoba sub-county in Mbale district. This featured teachers from all the 10 schools, and parents (7 from each school, meaning 1 per class) (Official records from the District Education Office, 2022; Schools' staff records, 2022). Teachers were considered because they are directly involved in the day-to-day running of the schools as they execute their role of teaching while parents were considered because they make decisions on behalf of these children and also pay their school fees. Generally, the study comprised of 149 teachers (approximately 14 teachers per school), and 70 parents, making a total of 219 individual respondents from all the schools (Schools' staff records, 2022). Therefore, the unit of analysis was primary schools in Busoba sub-county, Mbale district and the units of inquiry were teachers, and parents of those schools.

3.4 Sample Size

Sampling according to Orodho (2012) is when individuals from the large population are selected with each group containing elements that are representative of the entire

group. In this study, however, a sample survey of 10 primary schools in Busoba Sub-County in Mbale district and 136 individual respondents was considered to participate in the study according to Krejcie and Morgan (1970) sample determination table. This is because the researcher felt the number of schools were manageable and could also help take care of attrition during the process of data collection. Also, according to Krejcie and Morgan (1970) sample determination table, a population of 10 below is not suitable for a sample, which was the case with the schools. Most importantly, it is not ideal to sample from an already smaller population as it may lead to a very small sample size yet "too small a sample is unscientific and unethical" according to Andrade (2020). This is further shown in Table 3.1 below.

Table 3.1: Population Category, Sample Size, and Sampling Technique

Population Category	Population	Sample Size	Sampling Technique	Instrument
Teachers	149	93	Simple random sampling	Questionnaire
Parents	70	43	Simple random sampling	Questionnaire
TOTAL	**219**	**136**		

Source: Official Records from the District Education Office (2022) and Schools staff record (2022) for Population; Krejcie and Morgan (1970) for Sample Size; and the Researcher (2023) for Sampling Technique and Instruments.

3.5 Sampling Techniques and Procedures

The selection of individual respondents for the study was via simple random sampling. Simple random sampling was used to select the 136 individual respondents (93 teachers and 43 parents) from the total population of 219 respondents. This involved identifying the teachers and parents, and allocating numbers to each of them which were then randomly selected until the sample size was reached and each number

selected was removed from the population to avoid duplication. This technique was considered because it provides equal chance of being selected to all the identified respondents in all the schools and eliminates bias.

3.6 Sources of Data

Primary source of data was considered in this study. The primary data was collected using closed ended questionnaires which were distributed to the respondents and later retrieved. The primary source of data was considered because it provides first-hand and new information to the researcher needed for the study.

3.7 Data Collection Methods and Instruments

A questionnaire method of data collection was used where a closed ended questionnaire guide was self-administered to the teachers and parents. Teachers and parents were favored here because their number was not ideal for interviewing whilst they had time to fill the instrument. The questionnaire had an introductory part with information about the researcher's intention to carry out this research, section A comprised of the bio-data of the respondents and section B had questions on parents monitoring child's learning, parents supporting child's learning at home, and parents' participating in decision making while section C had questions on children's academic achievements. A drop and pick method of distribution was used where a minimum of one and a maximum of two weeks were given to the respondents to respond to the questions. A questionnaire was opted for because the study involved a large population under survey in a particular time. Also, Mugenda and Mugenda (2003)

opined that questionnaires bearing closed ended questions are easy to administer, analyze and saves time during data collection.

3.8 Measurement of Variables

A 5-point Likert scale ranging from "1= Strongly Disagree (SD) to 5= Strongly Agree (SA)" was used to measure the variables of the study. Items in the questionnaire survey tool were anchored on the scale and then the questionnaire provided for respondents to select suitable response. A 5-point Likert scale was used because it increases response rate and response quality along with reducing respondents' frustration level. Academic achievement was measured using dimensions such as attainment of: literacy skills, numeracy skills and life skills with five items under each obtained from Uwezo report (2019), and a teacher's handbook from MoES (2022). Parents' contribution on the other hand was measured based on dimensions of parents monitoring child's learning, parents supporting child's learning, and parents' participation in decision making adopted from the works by McNeal (2014), and Naite (2021).

3.9 Validity and Reliability of the Instruments

3.9.1 Validity of the instrument

According to Creswell (2012), validity test is divided into three (3) types: criterion related, content and construct validity. This study used content validity to measure the extent to which the questions on the instrument and the scores from these questions represent all possible questions that were asked about the content. Three (03) expert judges in the field of education were requested to cross check whether

the instrument was valid before its final administration. Content Validity Index (CVI) was computed and values of 0.70 or more were considered good (Kothari, 2004). The formula below was used to compute the Content validity of the research instrument and results were presented as in Table 3.2 below.

$$\text{CVI} = \frac{Number\ of\ items\ declared\ valid}{Total\ number of\ items\ in\ the\ instrument}$$

Table 3.2: Validity Results

Variables	***Content Validity Index (CVI)***
Monitoring Child's Learning	0.833
Supporting Child's Learning at Home	0.944
Participating in Decision Making	0.889
Academic Achievement	0.952
TOTAL	**0.905**

Source: Field Survey (2023)

The results presented in Table 3.2, reflect average validity value of 0.905 which is above 0.70. Also, all the individual variables have got values above 0.70. This means the research instrument was valid since Kothari (2004) says that a content validity index value of 0.70 and above is considered good. Thus, accurate results were guaranteed even if the instrument was used several times to collect primary data.

3.9.2 Reliability of the instrument

For reliability test, after the pilot test, the responses were entered into the SPSS and subjected to the Cronbach Alpha coefficient formula which was used to determine the consistency, measures reliability or internal consistency of the instrument and values

of 0.70 or more were considered good as suggested by Nunnally (1978). These values are presented in Table 3.3 as below.

Table 3.3: Reliability Results

Variables	Number of Items	*Cronbach Alpha Coefficient*
Monitoring Child's Learning	6	0.832
Supporting Child's Learning at Home	6	0.844
Participating in Decision Making	6	0.700
Academic Achievement	21	0.896
TOTAL	**39**	**0.818**

Source: Field Survey (2023)

The results presented in Table 3.3 above reveals an average Cronbach Alpha coefficient value of 0.818 which is above 0.70. Also, all the individual variables reflect Alpha values of 0.70 and above. This implies the instrument was reliable which is justifiable as suggested by Nunnally (1978) that a Cronbach Alpha coefficient value of 0.70 and above is considered good. Thus, reliable or consistent results were guaranteed even if the instrument was used several times in the field.

3.10 Data Analysis and Presentation

Data generated from questionnaires was subjected to quantitative analysis. The quantitative data collected was organized, numbered, coded and then entered in the SPSS program version 23. Paul and Jeanne (2013) contend that SPSS gives the researcher freedom to make a fitting analysis. Thereafter, combinations of descriptive and inferential statistics were generated to analyze data and give it meaning leading to findings. The descriptive statistics were used to show the frequencies, percentages, means, standard deviations and tables per each element in

the study. Descriptive analysis aids proper classifying of information in a study as put by Wong (1999). As for inferential data analysis, regression analysis results were computed to establish the strength of influence of each element of parents' contribution on children's academic achievements in primary schools in Busoba sub-county, Mbale district.

3.11 Ethical Considerations

The questionnaires were structured to ease response and the respondents were guided to respond with the response scale. The researcher observed human dignity by keeping anonymity of respondents in the questionnaire. Also, an introductory letter from the university was obtained and presented to the respondents and permission sought to conduct the study after supervisors' approval. The researcher made appointments with the respondents by contacting them to determine the convenient time when the questionnaire was to be administered. The respondents were briefed about the importance and reason of the study. Further, the researcher assured respondents of confidentiality by keeping the questionnaires after data collection out of reach of people with distorted mind. Finally, after data collection and analyses, the questionnaires were destroyed by burning.

3.12 Chapter Conclusion

This chapter discusses the framework within which the study was conducted. It includes the study design, area of study, study population, sample size, sampling techniques and procedures, sources of data, data collection instruments and procedures, measurement of variables, validity and reliability of the instrument, data

analysis and presentation, ethical considerations and anticipated limitations of the study. All these were discussed above in line with the topic and objectives of the study.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.0 Introduction

This chapter presents and interprets the study findings generated from data analyses, with detailed discussions in relation to study objectives and research questions. It includes response rate, background characteristics of respondents, descriptive statistics, correlation analysis and regression analysis. The results were presented as per the study objectives below.

i. To examine the influence of parents monitoring child's learning on academic achievements in primary schools in Busoba sub-county.
ii. To establish the influence of parents supporting child's learning at home on academic achievements in primary schools in Busoba sub-county.
iii. To analyze the influence of parents' participation in decision making on academic achievements in primary schools in Busoba sub-county.

4.1 Response Rate

Table 4.1: Response Rate

Category of Respondents	Targeted Sample	Acquired Sample	Response Rate
Teachers	93	92	98.9%
Parents	43	42	97.7%
Average	**136**	**134**	**98.3**

Source: Field Survey (2023)

Table 4.1 as presented above shows that 136 respondents including 93 teachers and 43 parents were targeted in the study. However, 134 responses were retrieved: 92 from teachers and 42 from parents. This resulted in the average response rate of 98.3% (teachers = 98.9% and parents = 97.7%) which was adequate enough for analysis to take place since the value was above 50% as suggested by Mugenda and Mugenda (2003).

4.2 Background Characteristics of Respondents

Table 4.2: Gender of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	59	44.0	44.0	44.0
	Female	75	56.0	56.0	100.0
	Total	**134**	**100.0**	**100.0**	

Source: Field Survey (2023)

From Table 4.2 above, 59(44.0%) were male and 75(56.0%) were female. This implies that both genders were taken care of and therefore there could be balanced responses.

Table 4.3: Age group of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-30	9	6.7	6.7	6.7
	31 – 35	57	42.5	42.5	49.3
	36 – 40	37	27.6	27.6	76.9
	41-45	28	20.9	20.9	97.8
	46 and above	3	2.2	2.2	100.0
	Total	**134**	**100.0**	**100.0**	

Source: Field Survey (2023)

Respondents were also asked to indicate their age groups and the results are indicated in Table 4.3 above. From this Table, it shows that 9(6.7%) were aged between 18-30 years, 57(42.5%) were between 31-35 years, 37(27.6%) were between 36-40 years, 28(20.9%) were between 41-45 years while 3(2.2%) were aged 46 years and above. This shows that the study used respondents of different age groups and could be of different experiences.

Table 4.4: Academic qualifications of respondents

Respondents were also asked to indicate their academic qualifications and the results are shown in Table 4.4 below.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Certificate	27	20.1	20.1	20.1
	Diploma	54	40.3	40.3	60.4
	Degree	36	26.9	26.9	87.3
	Masters	12	9.0	9.0	96.3
	PhD	3	2.2	2.2	98.5
	Others (specify)	2	1.5	1.5	100.0
	Total	**134**	**100.0**	**100.0**	

Source: Field Survey (2023)

The study sought to find out the academic qualifications of respondents and from Table 4.4 above, 27(20.1%) had certificate as their qualification, 54(40.3%) had diploma, 36(26.9%) had degree, 12(9.0%) had masters, 3(2.2%) had Phd and 2(1.5%) had others. This means that the study employed respondents with varied qualifications.

Table 4.5: Length of services in the education field (for teachers)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than a year	27	20.1	20.1	20.1
	2 - 4 years	42	31.3	31.3	51.5
	5 - 7years	24	17.9	17.9	69.4
	8 - 10 years	12	9.0	9.0	78.4
	Above 10 years	29	21.6	21.6	100.0
	Total	**134**	**100.0**	**100.0**	

Source: Field Survey (2023)

From Table 4.5 above 27(20.1%) had served for less than a year as teachers, 42(31.3%) had served for between 2 to 4 years, 24(17.9%) had served between five and seven years, 12(17.9%) had served between eight and ten years and 29(21.6) had served for over ten years. This therefore, means that the study used respondents of different experiences in the teaching profession.

Table 4.6: Identity of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Parent	42	31.3	31.3	31.3
	Teacher	92	68.7	68.7	100.0
	Total	**134**	**100.0**	**100.0**	

Source: Field Survey (2023)

The researcher wanted the respondents to identify themselves as either parent or teacher, and from Table 4.6 above, 42(31.3%) were parents and 92(68.7%) were teachers. This also means that the study employed the targeted sample of respondents.

4.3 Parents Monitoring Child's Learning and Academic Achievements

The study sought to examine the influence of parents monitoring child's learning on academic achievements in primary schools in Busoba sub-county and the results are presented as below.

4.3.1 Descriptive Statistics of Parents Monitoring Child's Learning and Academic Achievements

In relation to the methods outlined in previous chapter, descriptive statistics were generated and presented in reference to the study objectives. Frequencies and percentages were used to discuss the descriptive statistics based on a Likert scale with five-response points where values of strongly agreed and agreed were merged to indicate agreement while strongly disagreed and disagreed also merged to indicate disagreement. The mean values and standard deviations values were included simply to support the percentages. Field (2009) states that mean scores signify a summary of the data and standard deviations values show how well the means represent the data. Given that the variables were measured on a Likert scale with five-response points where 1 represents Strongly disagree, 2 – Disagree, 3 – Not sure, 4 – Agree and 5 – Strongly agree, mean values closer to 1 or 2 can be interpreted as indicating disagreement with the statements, those closer to 3 indicate uncertainty about the statements raised while mean values closer to 4 or 5 indicates agreement with the statements under the variable.

Respondents in the study were asked to indicate their perception on monitoring child's learning. Their responses are presented in Table 4.7.

Table 4.7: Descriptive Statistics on Monitoring Child's Learning

Statements	SD (%)	D (%)	NS (%)	A (%)	SA (%)	Mean	Std. Deviation
In my school, Parents actively engage in their children's learning	9(6.7%)	17(12.7%)	16(11.9%)	72(53.7%)	20(14.9%)	**3.57**	1.099
In my school, Parents are concerned of their children's study habits	4(3.0%)	12(9.0%)	12(9.0%)	76(56.7%)	30(22.4%)	**3.87**	.964
In my school, Parents make sure their children's homework is completed	2(1.5%)	12(9.0%)	22(16.4%)	67(50.0%)	31(23.1%)	**3.84**	.933
In my school, Parents follow-up to see their children are not absent at school	10(7.5%)	15(11.2%)	20(14.9%)	64(47.8%)	25(18.7%)	**3.59**	1.139
In my school, Parents make sure that their children attend school regularly	3(2.2%)	15(11.2%)	24(17.9%)	68(50.7%)	24(17.9%)	**3.71**	.964
In my school, Parents check their children's books when they return home	8(6.0%)	14(10.4%)	26(19.4%)	64(47.8%)	22(16.4%)	**3.58**	1.071
Overall Mean $\bar{X}$						3.695	

Source: Field Survey (2023)

: Field data

LEGEND	INTERPRETATION
1.00 – 1.49 – Strongly Disagree	very low
1.50 – 2.49 – Disagree	low

2.50 – 3.49 – Undecided/Not Sure	moderate
3.50 – 4.49 – Agree	high
4.50 – 5.00 – Strongly Agree	very high

From Table 4.7 above, respondents were asked whether *In my school, Parents actively engage in their children's learning* and out of 134 respondents 9(6.7%) strongly disagreed, 17(12.7%) disagrees, 16(11.9%) were not sure, 72(53.7%) agreed and 20(14.9%) strongly agreed with a mean of $\bar{X}$ = 3.57 and an SD = 1.099. From the legend above, it shows that the level of monitoring of the children's learning and achievements was high. This further means that parents actively engage in their children's learning through monitoring.

Also, respondents were posed with the item: *In my school, Parents are concerned of their children's study habits*. 4(3.0%) strongly disagreed, 12(9.0%) disagreed, 12(9.0%) were not sure, 76(56.7%) agreed, and 30(22.4%) strongly agreed, with a mean of X = 3.87 and SD =.964, from the legend above. This shows that the level of monitoring of the children's learning and achievements was high, an indication that indeed parents are concerned of their children's study habits.

Still, respondents were given the item: *In my school, Parents make sure their children's homework is completed*. 2(1.5%) strongly disagreed, 12(9.0%) disagreed, 22(16.4%) were not sure, 67(50.0%) agreed, 31(23.1%) strongly agreed, with a mean of $\bar{X}$ = 3.84 and an SD = .933, from the legend above. It shows that the level of monitoring of the children's learning and achievements was high, meaning that parents guide their children to complete homework in time.

Additionally, respondents were asked the item: *In my school, Parents follow-up to see their children are not absent at school*. 10(7.5%) strongly disagreed, 15(11.2%) disagreed, 20(14.9%) were not sure, 64(47.8%) agreed, 25(18.7%) strongly agreed, with a mean of $\bar{X}$ = 3.59 and a SD = 1.139 from the legend above. It shows that the level of monitoring of the children's learning and achievements was high, an indication that parents always ensure that their children are present at school.

Furthermore, respondents were given the item: *In my school, Parents make sure that their children attend school regularly*. 3(2.2%) strongly disagreed, 15(11.2%) disagreed, 24(17.9%) were not sure, 68(50.7%) agreed, 24(17.9%) strongly agreed with a mean of $\bar{X}$ = 3.71 and a SD = .964, from the legend above, it shows that the level of monitoring of the children's learning and achievements was high. This also means that most parents emphasize on regular attendance of school by their children.

Finally, respondents were posed with the item*: In my school, Parents check their children's books when they return home habits,* 8(6.0%) strongly disagreed, 14(10.4%) disagreed, 26(19.4%) were not sure, 64(47.8%) agreed, 22(16.4%) strongly agreed, with a mean of $\bar{X}$ = 3.58 and a SD = 1.071, from the legend above. It shows that the level of monitoring of the children's learning and achievements was high. However, from the overall mean and from the interpretation on the legend above it means that there was a high influence of parent's monitoring of the child's learning on the child's academic achievement.

4.3.2 Regression Analysis Results

A regression model was employed to examine the extent to which monitoring child's learning can influence academic achievement and the results reflected in the table below.

Table 4.8a: Regression Results for Monitoring Child's Learning and Academic Achievement

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.517[a]	.268	.262	.419	.268	48.251	1	132	.000

a. Predictors: (Constant), Monitoring Child's Learning

From the model summary above, Adjusted R^2=.262 which means that monitoring of child's learning by parents accounts for 26.2% of the child's academic performance and the remaining 73.8% is accounted for by other factors.

Table 4.8b: Regression Results for Monitoring Child's Learning and Academic Achievements

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.808	.180		15.592	.000
	Monitoring Child's Learning	.332	.048	.517	6.946	.000

a. Dependent Variable: Academic Achievement

Source: Field Survey (2023)

The Beta coefficients also show the value of .517, that is monitoring child's learning is a significant factor with sig value of *p*=.000. It also mean that monitoring child's learning contribute a Beta value of 0.517 at 0.000 levels of significance. Therefore,

the research question “what is the influence of parents monitoring child’s learning on academic achievements in primary schools in Busoba sub-county?” has been answered.

4.4 Parents Supporting Child’s Learning at Home and Academic Achievements

The study sought to examine the influence of parents supporting child’s learning at home on academic achievements in primary schools in Busoba sub-county and the results are presented as below.

4.4.1 Descriptive Statistics of Parents Supporting Child’s Learning at Home and Academic Achievements

In relation to the methods outlined in previous chapter, descriptive statistics were generated and presented in reference to the study objectives. Frequencies and percentages were used to discuss the descriptive statistics based on a Likert scale with five-response points where values of strongly agreed and agreed were merged to indicate agreement while strongly disagreed and disagreed also merged to indicate disagreement. The mean values and standard deviations values were included simply to support the percentages. Field (2009) states that mean scores signify a summary of the data and standard deviations values show how well the means represent the data. Given that the variables were measured on a Likert scale with five-response points where 1 represents Strongly disagree, 2 – Disagree, 3 – Not sure, 4 – Agree and 5 – Strongly agree, mean values closer to 1 or 2 can be interpreted as indicating disagreement with the statements, those closer to 3 indicate uncertainty about the statements raised while mean values closer to 4 or 5 indicates agreement with the statements under the variable.

Respondents in the study were asked to indicate their perception on supporting child's learning at home. Their responses are presented below.

Table 4.9: Descriptive Statistics on Supporting Child's Learning at Home

Statements	SD (%)	D (%)	NS (%)	A (%)	SA (%)	Mean	Std. Deviation
In my school, Parents assist their children with homework	7(5.2%)	12(9.0%)	19(14.2%)	78(58.2%)	18(13.4%)	**3.66**	.997
In my school, Parents provide tutoring to their children using resources provided by teachers	5(3.7%)	19(14.2%)	25(18.7%)	75(56.0%)	10(7.5%)	**3.49**	.956
In my school, Parents engage their children in learning at home	3(2.2%)	14(10.4%)	28(20.9%)	70(52.2%)	19(14.5%)	**3.66**	.927
In my school, Parents counsel their children about learning	2(1.5%)	9(6.7%)	20(14.9%)	76(56.7%)	27(20.1%)	**3.87**	.862
In my school, Parents assist their children in reading at home	4(3.0%)	7(5.2%)	25(18.7%)	73(54.5%)	25(18.7%)	**3.81**	.905
In my school, Parents assist their children in arithmetic at home	3(2.2%)	10(7.5%)	28(20.9%)	69(51.5%)	24(17.9%)	**3.75**	.913
Overall Mean $\bar{X}$						**3.706**	

Source: Field Survey (2023)

: Field data

LEGEND	INTERPRETATION
1.00 – 1.49 – Strongly Disagree	very low
1.50 – 2.49 – Disagree	low

2.50 – 3.49 – Undecided/Not Sure	moderate
3.50 – 4.49 – Agree	high
4.50 – 5.00 – Strongly Agree	very high

From Table 4.9, respondents were asked: *In my school, Parents assist their children with homework*. 7(5.2%) strongly disagreed, 12(9.0%) disagreed, 19(14.2%) were not sure, 78(58.2%) agreed, and 18(13.4%) strongly agreed, with a mean of $\bar{X}$ = 3.66 and a SD = .997. From the legend above, it means that the level of supporting the children at home was high. It also means that parents always work together with their children when it comes to doing their homework.

Additionally, respondents were given the item: *In my school, Parents provide tutoring to their children using resources provided by teachers*. 5(3.7%) strongly disagreed, 19(14.2%) disagreed, 25(18.7%) were not sure, 75(56.0%) agreed, 10(7.5%) strongly agreed, with a mean of $\bar{X}$ = 3.49 and a SD = .956, from the legend above. It means that the level of supporting the children at home was moderate, an indication that parents support their children but not often.

Also, respondents were asked the item: *In my school, Parents engage their children in learning at home*. 3(2.2%) strongly disagreed, 14(10.4%) disagreed, 28(20.9%) were not sure, 70(52.2%) agreed, 19(14.5%) strongly agreed with a mean of $\bar{X}$ = 3.66 and a SD = .927, from the legend above. It means that the level of supporting the children at home was high. This is justifiable given that parents always want to see their children prosper.

Still respondents were given the item: *In my school, Parents counsel their children about learning*. 2(1.5%) strongly disagreed, 9(6.7%) disagreed, 20(14.9%) were not sure, 76(56.7%) agreed, 27(20.1%) strongly agreed, with a mean of $\bar{X}$ = 3.87 and a SD = .862, from the legend above. It means that the level of supporting the children at home was high, an indication that counseling children about learning takes place even at home.

Furthermore respondents were posed with the item: *In my school, Parents assist their children in reading at home*. 4(3.0%) strongly disagreed, 7(5.2%) disagreed, 25(20.9%) were not sure, 73(54.5%) agreed, 25(18.7%) strongly agreed with a mean of $\bar{X}$ = 3.81 and a SD = .905, from the legend above. It means that the level of supporting the children at home was high. This also implies that parents make their children read at home in their presence often.

Finally, respondents were given the item: *In my school, Parents assist their children in arithmetic at home*. 3(2.2%) strongly disagreed, 10(7.5%) disagreed, 28(20.9%) were not sure, 69(51.5%) agreed, 24(17.9%) strongly agreed with a mean of $\bar{X}$ = 3.75 and a SD = .913, from the legend above. It means that the level of supporting the children at home was high. However, from the overall mean in the table above of 3.706, it means that the level of supporting the children at school by parents is high.

4.4.2 Regression Analysis Results

A regression model was employed to examine the extent to which supporting child's learning at home can influence academic achievement and the results reflected in the table below.

Table 4.10a: Regression Results for Supporting Child's Learning at Home and Academic Achievement

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.453[a]	.205	.199	.437	.205	34.000	1	132	.000

a. Predictors: (Constant), Supporting Child's learning at home

From the model summary above, Adjusted R2 =.199 which means that supporting child's learning at home accounts for 19.9% of the child's academic achievement and the remaining 80.1% of the child's academic performance is accounted for by other factors.

Table 4.10b: Regression Results for Supporting Child's Learning at Home and Academic Achievement

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.857	.205		13.906	.000
	Supporting Child's learning at home	.318	.054	.453	5.831	.000

a. Dependent Variable: Academic Achievement

Source: Field Survey (2023)

The Beta coefficients value of .453 shows a significant influence of supporting child's learning at home on academic achievement at p = .000 levels of significance. It also means that supporting child's learning at home contributes a Beta value of 0.453 at 0.000 levels of significance. This therefore answers the research question "What is the influence of parents supporting child's learning at home on academic achievements in primary schools in Busoba sub-county?"

4.5 Parents' Participation in Decision Making and Academic Achievements

The study sought to examine the influence of parents' participation in decision making on academic achievements in primary schools in Busoba sub-county and the results are presented as below.

4.5.1 Descriptive Statistics of Parents' Participation in Decision Making and Academic Achievements

In relation to the methods outlined in previous chapter, descriptive statistics were generated and presented in reference to the study objectives. Frequencies and percentages were used to discuss the descriptive statistics based on a Likert scale with five-response points where values of strongly agreed and agreed were merged to indicate agreement while strongly disagreed and disagreed also merged to indicate disagreement. The mean values and standard deviations values were included simply to support the percentages. Field (2009) states that mean scores signify a summary of the data and standard deviations values show how well the means represent the data. Given that the variables were measured on a Likert scale with five-response points where 1 represents Strongly disagree, 2 – Disagree, 3 – Not sure, 4 – Agree and 5 – Strongly agree, mean values closer to 1 or 2 can be interpreted as indicating disagreement with the statements, those closer to 3 indicate uncertainty about the statements raised while mean values closer to 4 or 5 indicates agreement with the statements under the variable.

Respondents in the study were asked to indicate their perception on parents' participation in decision making. Their responses are presented below.

Table 4.11: Descriptive Statistics on Participation in Decision Making

Statements	SD (%)	D (%)	NS (%)	A (%)	SA (%)	Mean	Std. Deviation
In my school, Parents attend all meetings organized by the school administration to make decisions	11(8.2%)	12(9.0%)	17(12.7%)	65(48.5%)	29(21.6%)	**3.66**	1.157
In my school, Parents take on leadership roles that involve disseminating information to other parents	4(3.0%)	13(9.7%)	19(14.2%)	73(54.5%)	25(18.7%)	**3.76**	.967
In my school, Parents are active members of PTA/PTO or other parent organizations that are planning organs	5(3.7%)	7(5.2%)	17(12.7%)	77(57.5%)	28(20.9%)	**3.87**	.932
In my school, Parents are members of the school advisory councils or committees	2(1.5%)	5(3.7%)	20(14.9%)	81(60.4%)	26(19.4%)	**3.93**	.791
In my school, Parents work with the independent advocacy groups to lobby for school reform	7(5.2%)	6(4.5%)	21(15.7%)	79(59.0%)	21(15.7%)	**3.75**	.953
In my school, Parents make suggestions for school improvement	3(2.2%)	7(5.2%)	16(11.9%)	85(63.4%)	23(17.2%)	**3.88**	.832
Overall Mean $\bar{X}$						**3.808**	

Source: Field Survey (2023)

: Field data

LEGEND INTERPRETATION

1.00 – 1.49 – Strongly Disagree	very low
1.50 – 2.49 – Disagree	low
2.50 – 3.49 – Undecided/Not Sure	moderate
3.50 – 4.49 – Agree	high
4.50 – 5.00 – Strongly agree	very high

From Table 4.11, respondents were asked: *In my school, Parents attend all meetings organized by the school administration to make decisions*. 11(8.2%) strongly disagreed, 12(9.0%) disagreed, 17(12.7%) were not sure, 65(48.5%) agreed, 29(21.6%) strongly agreed, with a mean of $\bar{X}$ = 3.66 and a SD = 1.157, from the legend above. It means that the level of participation in decision making was high. It also imply that parents are engaged in different meetings with the school administration where important decisions are made.

Additionally, respondents were given the item: *In my school, Parents take on leadership roles that involve disseminating information to other parents*. 4(3.0%) strongly disagreed, 13(9.7%) disagreed, 19(14.2%) were not sure, 73(54.5%) agreed, and 25(18.7%) strongly agreed, with a mean of $\bar{X}$ = 3.76 and an SD = .967, from the legend above. It means that the level of participation in decision making was high. This is justifiable given that parents are key stakeholders in a school setting.

Also, respondents were posed with the item: *In my school, Parents are active members of PTA/PTO or other parent organizations that are planning organs*. 5(3.7%) strongly disagreed, 7(5.2%) disagreed, 17(12.7%) were not sure, 77(57.5%) agreed, 28(20.9%) strongly agreed, with a mean of $\bar{X}$ = 3.87 and a SD = .932, from the legend above. It means that the level of participation in decision making was high.

Still, respondents were asked: *In my school, Parents are members of the school advisory councils or committees.* 2(1.5%) strongly disagreed, 5(3.7%) disagreed, 20(14.9%) were not sure, 81(60.4%) agreed, and 26(19.4%) strongly agreed, with a mean of $\bar{X}$ = 3.93 and a SD = .791, from the legend above. It means that the level of participation in decision making was high.

Furthermore, respondents were given the item: *In my school, Parents work with the independent advocacy groups to lobby for school reform*. 7(5.2%) strongly disagreed, 6(4.5%) disagreed, 21(15.7%) were not sure, 79(59.0%) agreed, and 21(15.7%) strongly agreed with a mean of $\bar{X}$ = 3.75 and a SD = .953, from the legend above. It means that the level of participation in decision making was high.

Finally, respondents were asked the item: *In my school, Parents make suggestions for school improvement*. 3(2.2%) strongly disagreed, 7(5.2%) disagreed, 16(11.9%) were not sure, 85(63.4%) agreed, and 23(17.2%) strongly agreed, with a mean of $\bar{X}$ = 3.88 and a SD = .832, from the legend above. It means that the level of participation in decision making was high. However, from the overall mean of 3.808 and the interpretation provided by the legend above, it means that parent's participation in decisions plays a significant role in the child's academic achievement.

4.5.2 Regression Analysis Results

A regression model was employed to examine the extent to which Parents' participation in decision making can influence academic achievement and the results reflected in the table below.

Table 4.12a: Regression Results for Participation in Decision Making and Academic Achievement

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.435[a]	.189	.183	.441	.189	30.790	1	132	.000

a. Predictors: (Constant), Participating in Decision making

From the model summary above, Adjusted R2 = .183 which means that parent's participation in decision making contributes to 18.3% of the child's academic performance and the remaining 81.7% is contributed by other factors.

Table 4.12b: Regression Results for Participation in Decision Making and Academic Achievement

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	2.673	.248		10.767	.000
	Participating in Decision making	.357	.064	.435	5.549	.000

a. Dependent Variable: Academic Achievement

Source: Field Survey (2023)

The Beta coefficient values of 0.435 at 0.000 levels of significance shows that parent's participation in decision making has a significant effect on the child's academic achievement. This therefore answers the research question "What is the influence of parents' participation in decision making on academic achievements in primary schools in Busoba sub-county?"

Table 4.13a: Multiple Regression Model

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.546[a]	.299	.282	.413	.299	18.440	3	130	.000

a. Predictors: (Constant), Monitoring Child's Learning, Participating in Decision making, Supporting Child's learning at home

Overall, the three factors contribute Adjusted R2 = .282 which means that the three factors contribute 28.2% of child's academic achievement and the remaining 71.8% are contributed to by other factors.

Table 4.13b: Multiple Regression Model

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	2.422	.241		10.035	.000			
	Participating in Decision making	.136	.080	.166	1.705	.091	.435	.148	.125
	Supporting Child's learning at home	.075	.078	.106	.958	.340	.453	.084	.070
	Monitoring Child's Learning	.221	.069	.344	3.193	.002	.517	.270	.235

a. Dependent Variable: Academic Achievement

Source: Field Survey (2023)

From the table above, Y = (β_1+β_2+β_3* constant). This means that academic achievement is accounted for from the variables investigated in the following order; Monitoring Child's Learning, Participating in Decision making and Supporting Child's learning at home respectively. However, monitoring child's learning is the most and

only significant predictor of academic achievements as shown by the highest Beta value of 0.344.

CHAPTER FIVE

SUMMARY, AND DISCUSION OF FINDINGS

5.0 Introduction

This chapter is the reflection of the previous chapters and it summarizes and discusses the findings in view of other authors' findings.

5.1 Summary of Findings

The findings were summarized as presented in chapter four and in line with the study objectives.

5.1.1 Parents Monitoring Child's Learning and Academic Achievements

It was revealed in the study that parents monitoring child's learning significantly influences academic achievements. The descriptive statistics when employed revealed that most respondents agreed that in my school: parents actively engage in their children's learning; parents are concerned of their children's study habits; parents make sure their children's homework is completed; parents follow-up to see their children are not absent at school; parents make sure that their children attend school regularly; parents check their children's books when they return home. Further, the regression analysis results affirmed that parents monitoring child's learning is a positive and significant predictor of academic achievements (Beta = 0.517; Adjusted R Square = .262). Therefore, responding directly to the research question, it can be said that parents monitoring child's learning significantly influences academic achievements in primary schools.

5.1.2 Parents Supporting Child's Learning at Home and Academic Achievements

The study revealed that parents supporting child's learning at home significantly influences academic achievements. The findings of the descriptive statistics indicated that parents assist their children with homework; parents provide tutoring to their children using resources provided by teachers; parents engage their children in learning at home; parents counsel their children about learning; parents assist their children in reading at home; parents assist their children in arithmetic at home. Furthermore, the regression results confirmed that parents supporting child's learning is a significant predictor of academic achievements (Beta = 0.453; Adjusted R Square = .199). Therefore, it can be said that supporting child's learning at home significantly influences academic achievements.

5.1.3 Parents' Participation in Decision Making and Academic Achievements

The descriptive statistics results of the study revealed that parents attend all meetings organized by the school administration to make decisions; Parents take on leadership roles that involve disseminating information to other parents; Parents are active members of PTA/PTO or other parent organizations that are planning organs; Parents are members of the school advisory councils or committees; parents work with the independent advocacy groups to lobby for school reform; Parents make suggestions for school improvement. Further, the regression results of the study affirmed that parents' participation in decision making is a significant contributor to academic achievements (Beta = 0.183; Adjusted R Square = .435). Therefore, it is seen that participation in decision making significantly influences academic achievements.

5.2 Discussion of Findings

The findings have been discussed variable by variable as seen below;

5.2.1 Parents Monitoring Child's Learning and Academic Achievements

The study established that most respondents agreed that parents monitoring child's learning influences academic achievements following the descriptive statistics results (Overall Mean $\bar{X}$ = 3.695). Further, the regression analysis results confirmed that monitoring child's learning contributes significantly to academic achievements (Beta = 0.517; Adjusted R Square = .262). These results mean that parents who actively engage in their children's' learning tend to encourage the children to work hard hence achieving their academic goals. Similarly, parents who are concerned of their children's study habits tend to follow-up with their children's progress at school which in turn makes the children active to work towards achieving their academic goals. Also, parents who make sure their children's homework is completed tend to encourage hard work in their children who later perform to their best.

This finding is in line with McNeal Jr. (2014) who asserts that active parental monitoring will ultimately affect the child's academic achievement by first altering the adolescent's behavior (i.e. truancy, absenteeism, and homework). McNeal Jr. (2014) insists that the reinforcement process thus, indirectly affects achievement by parents keeping their children away from bad influences, assisting teachers by assuring homework is properly completed, and making sure that their child is staying out of trouble (McNeal Jr., 2014). In every society, McNeal Jr. (2014) continues to say that the parent is always considered the child's care ever since childhood to

adulthood. Also, Mong'are (2017) avers that everything the child does or performs should be monitored and wherever possible, led by the parent. So the parent is much accountable to either good or worse of how the child will be as the children spend most of their time at home (Mong'are, 2017). Therefore, monitoring child's learning significantly influences academic achievements.

5.2.2 Parents Supporting Child's Learning at Home and Academic Achievements

Following the descriptive statistics results, most of the respondents agreed that supporting child's learning at home influences academic achievements (Overall Mean $\bar{X}$ = 3.706). Similarly, the regression results affirmed that supporting child's learning at home is a significant predictor of academic achievements (Beta = 0.453; Adjusted R Square = .199). These results imply that parents who assist their children with home work tend to create a good learning environment for their children at home and in turn the children develop love for learning hence good academic achievements. Similarly, parents who counsel their children about learning make the children to understand the benefits of education as well as understand that mistakes can always be corrected which leaves them with morale for learning and achieving better results.

This finding corroborates with Domitrovich and Welsh (2004) as cited in Naite (2021) which showed that parents' involvement in their children's reading activities at home had a significant influence, not only on their reading ability, language comprehension and expressive language skills, but also on their interest in reading. And that Bartel (2010) found out that Children who worked with their parents at home on Maths assignment achieved better Maths grades (Bartel, 2010). It demonstrated that when

parents are involved in a child's schooling by assisting them with homework, communicating with teachers and attending all events at school, it helps the child to do very well in all the subjects at the school (Naite, 2021). Perhaps, learning at home pertains to providing ideas and information to parents about how they can best assist their children with homework and curricular-related decisions and activities. Parents helping their children with homework or taking them to a museum are examples of this type of involvement. These activities produce a school-oriented family and encourage parents to interact with the school curriculum. Activities to encourage learning at home provide parents with information on what children are doing in the classroom and how to help them with homework (Durisic & Bunijevac, 2017).

5.2.3 Parents' Participation in Decision Making and Academic Achievements

The established that most of the respondents agreed that participation in decision making influences academic achievement following the descriptive statistics results (Overall Mean $\bar{X}$ = 3.808). Similarly, the regression analysis results revealed that participation in decision making is a significant contributor to academic achievement (Beta = 0.435; Adjusted R Square = .183). This is an indication that parents who attend all meeting organized by the school administration understand what is taking place at the school and can always make good decisions that are in favour of the school or their children, thus fostering the achievement of academic goals among the children. Similarly, parents who are members of the school advisory councils or committees obviously participate in decision making regarding academic affairs of their children which boosts their performance in return.

This finding is in corroboration with Ondieki (2012) who in her study done in Kenya argues that parents who maintain frequent contact with schools have higher achieving children than parents with no frequent contact. Ondieki (2012) goes on to argue that schools that are well-connected with the community tend to have higher achieving students than schools with fewer ties. Ondieki (2012) argues that the issue of better academic achievements is a collective responsibility so that both parents and teachers need to participate together in decision making; schools should also put in means and ways of encouraging them to participate.

Ondieki (2012) continues to say that the idea of participating in decision-making is based on the fundamental principle that individuals who are affected by the decision, possess expertise regarding the decision, and are responsible for implementing the decision, should be involved in making the decision. Parent's sense of ownership in the learning of their children can be enhanced by participating in decision making at their children's school. The school can also benefit by including the parent in the school decision making processes. The benefit includes the development of parent leaders and representatives who can sustain good practices.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

This chapter is the reflection of the previous chapters and it draws conclusions and suggests recommendations in line with study findings. Further, it highlights the limitations of the study and suggests areas for further research.

6.1 Conclusion

The conclusions were drawn from the findings of the study reported in the previous chapters.

6.1.1 Parents Monitoring Child's Learning and Academic Achievements

The study sought to examine the influence of parents monitoring child's learning on academic achievements. It can therefore be concluded that monitoring child's learning significantly influences academic achievements. This means that for a child to achieve his/her goals academically, the parents need to monitor his/her learning as this will help them (parents) to guide the child in the right path.

6.1.2 Parents Supporting Child's Learning at Home and Academic Achievements

The study intended to establish the influence of parents supporting child's learning at home on academic achievements. It can therefore be concluded that supporting child's learning at home is a significant contributor to academic achievements. This means that for a child to achieve his or her academic goals, the parents need to provide adequate support towards his/her learning especially at home.

6.1.3 Parents' Participation in Decision Making and Academic Achievements

The study sought to analyze the influence of parents' participation in decision making on academic achievement. It can therefore be concluded that participation in decision making significantly influences academic achievements. This means that academic achievements among children depend on the decisions that their parents make regarding their learning.

6.2 Recommendations

The following recommendations were suggested by the researcher based on the findings and conclusions.

Parents Monitoring Child's learning and Academic Achievements

There is need by the parents to always monitor their children's learning and guide them to the right direction since this will help them achieve their academic goals with ease. This can be possible by making follow-up to see their children are not absent at school, checking their children's books when they return home, making sure their homework is completed, and making sure their children attend school regularly.

Parents Supporting Child's learning at Home and Academic Achievements

The school administration need to encourage parents to support their children academically while at home as this will help the children become active and hard working at schools. Parents can do this by assisting their children with homework, provide tutoring to their children using resources provided by teachers, and counseling their children about learning.

Parents' Participation in Decision Making and Academic Achievements

There is need by the schools to always engage parents in decision making as most of the decisions made affect parents directly with their children. For example, decisions to increase school fees, welfare and health of the children while at school. Parents should also understand that it is their right to participate in decision making in schools where their children go to. This will create a neutral environment where their children can study freely and perform academically.

6.3 Limitations of the Study

The study was limited to cross-sectional research design and quantitative approach of generating data and ignored other designs such as descriptive, explanatory and longitudinal design as well as qualitative approach of generating data.

The study was limited to primary schools in Busoba sub-county only featuring teachers and parents of each school from primary one (P.1) to primary seven (P.7).

The study was limited to Goal Setting Theory (GST) propounded by Locke and Latham (2002) only to explain the variables under investigation and ignored other theories that would do the same such as the Social Exchange Theory, and Dynamic Capability Theory.

6.4 Suggested Areas of Further Study

Further study should concentrate on other research designs and include mixed approach of generating data since this study considered cross-sectional quantitative

research design to generate data. This will provide a wider spectrum from where conclusions can easily be drawn.

Further study should adopt a wider scope by focusing on all the primary schools across Mbale district since this study singled out only once sub-county. This will provide a clear understanding of the problem from a wider perspective hence concrete conclusion will be drawn.

Further study should minimize theoretical bias by grounding the study on other theories to explain related variables since this study was explained using goal setting theory. This will create comparison as to which theory is the best to ground such a study on which may later be adopted by other researchers.

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APPENDICES

Appendix One:

Questionnaire to Parents and Teachers

UGANDA CHRISTIAN UNIVERSITY (UCU)
FACULTY OF EDUCATION

Dear respondent,

I am Mpumwire Amon, a post graduate student from Uganda Christian University (UCU) pursuing a Masters' Degree in Education Administration and Planning. I am conducting research on "***Parents' Contribution and Children's Academic Achievement in Primary Schools in Busoba Sub-County in Mbale District, Uganda***". Please spare some few minutes and respond to the questions that follow. Your responses shall contribute to the success of this study and will be treated with maximum confidentiality. Your responses will be used only for purposes of this study and the researcher guarantees the destruction of the questionnaires once the data has been analyzed and conclusions drawn. Your co-operation in filling this questionnaire is highly appreciated.

SECTION A: Background information (Please tick [√] the most appropriate option below).

A1- Gender

Male	Female

A2- Age group

Less than and equal to 25 years	26-35	36-45	46-55	56 and above
.				

A3- Academic qualification

High School	Certificate	Diploma	Degree	Masters	PhD	Others (specify)

A4- Length of service in the education field (For teachers)

Less than a year	2-4 years	5-7 years	8-10 years	Above 10 years

A5- What are you? A) Parent ( ) B) Teacher ( )

In the following sections please state the extent to which you agree or disagree to a particular statement about each competence by ticking [√] the most appropriate response.

SECTION B:

	PARENTS' CONTRIBUTION TO CHILDREN'S LEARNING	**Strongly Disagree(1)**	**Disagree(2)**	**Not sure(3)**	**Agree(4)**	**Strongly Agree(5)**
	Monitoring Child's Learning					
ML1	In my school, Parents actively engage in their children's learning					
ML2	In my school, Parents are concerned of their children's study habits					
ML3	In my school, Parents make sure their children's homework is completed					
ML4	In my school, Parents follow-up to see their children are not absent at school					
ML5	In my school, Parents make sure that their children attend school regularly					
ML6	In my school, Parents check their children's books when they return home					
	Supporting Child's Learning at Home					
SL1	In my school, Parents assist their children with homework					
SL2	In my school, Parents provide tutoring to their children using resources provided by teachers					
SL3	In my school, Parents engage their children in learning at home					
SL4	In my school, Parents counsel their children about learning					
SL5	In my school, Parents assist their children in reading at home					
SL6	In my school, Parents assist their children in arithmetic at home					
	Participation in Decision Making					
PD1	In my school, Parents attend all meetings organized by the school administration to make decisions					
PD2	In my school, Parents take on leadership roles that involve disseminating information to other parents					

PD3	In my school, Parents are active members of PTA/PTO or other parent organizations that are planning organs					
PD4	In my school, Parents are members of the school advisory councils or committees					
PD5	In my school, Parents work with the independent advocacy groups to lobby for school reform					
PD6	In my school, Parents make suggestions for school improvement					

	SECTION C: ACADEMIC ACHIEVEMENT	**Strongly Disagree(1)**	**Disagree(2)**	**Not sure(3)**	**Agree(4)**	**Strongly Agree(5)**
	Attainment of Literacy Skills					
LS1	In my school, Our children can read a story well					
LS2	In my school, Our children can demonstrate comprehension					
LS3	In my school, Our children can identify a paragraph well					
LS4	In my school, Our children can read a paragraph well					
LS5	In my school, Our children can recognize words easily					
LS6	In my school, Our children can recognize letters easily					
LS7	In my school, Our children are very slow in learning to read					
	Attainment of Numeracy Skills					
NS1	In my school, Our children can match numbers well					
NS2	In my school, Our children can match non-numeracy things well					
NS3	In my school, Our children can recognize numbers well					
NS4	In my school, Our children can recognize the four basic arithmetic operations well					
NS5	In my school, Our children have the ability to perform division using a one-digit number					
NS6	In my school, Our children have the ability to perform addition or subtraction of numbers					
NS7	In my school, Our children have the ability to perform multiplication of numbers					
	Attainment of Life Skills					
LS1	In my school, Our children can solve problems easily					
LS2	In my school, Our children are critical thinkers					
LS3	In my school, Our children can communicate effectively					
LS4	In my school, Our children can make decisions easily					
LS5	In my school, Our children can relate with people easily					
LS6	In my school, Our children can take care of themselves					

	easily					
LS7	In my school, Our children can speak for themselves when they want something					

…Thank You…

Appendix Two:

Krejcie and Morgan Sample Determination Table

Table 3.1

Table for Determining Sample Size of a Known Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

Note: N is Population Size; S is Sample Size *Source: Krejcie & Morgan, 1970*