

**INFLUENCE OF PARENTS' INVOLVEMENT IN SCHOOL ACTIVITIES ON STUDENTS'
ACADEMIC PERFORMANCE: A CASE OF SELECTED SECONDARY SCHOOLS IN JINJA
CITY**

PROSPER ATUKWATSE

RM21M06/205

**A DISSERTATION SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL FULFILLEMENT
OF THE REQUIREMENTS FOR THE AWARD OF DEGREE OF MASTER IN EDUCATION
MANAGEMENT, PLANNING AND ADMINISTRATION AT UGANDA CHRISTIAN UNIVERSITY**

June, 2024




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DECLARATION

I, Prosper Atukwatse, do hereby declare that the work contained in this dissertation is original and has never been submitted to the Higher Institution of Learning or any academic Institution for any Degree award or other awards.

Name: Prosper Atukwatse

Signature: 

Date: 11th May 2024

APPROVAL

This is to certify that this Thesis under the topic: “The Relationship between Parents’ Involvement in School Activities and Students’ Academic Performance: A Case of Selected Secondary Schools in Jinja City” was done under my supervision and is now ready for submission to Uganda Christian University Authorities for Examination purposes.

Signature:

A handwritten signature in blue ink, appearing to read 'Mchengo', written over a faint horizontal line.

DR. MARY KAGOIRE

Date : 12.5.2024 -----

DEDICATION

I dedicate this Thesis to my fallen hero Kenya Velentina for her motherly love, continue resting in peace mum. Also, I would like to dedicate this work to the members of the Congregation of Holy Cross, for the love, support and all the care.

ACKNOWLEDGEMENTS

With a heartfelt gratitude, I acknowledge the selfless assistance, guidance, inspiration, and patience extended to me by my supervisor, Dr. Mary Kagoire. I am also thankful to the entire staff of School of Education of Uganda Christian University for their contribution towards my success.

Special thanks also go to my parents, brothers and sisters and friends for the love, care and support accorded to me.

Special recognition to the Congregation of Holy Cross that sponsored my studies, I will forever be greatly to you. I cannot forget the family of Holy Cross Lake View S.S.S where I teach for supporting me in achieving this success.

God bless you so much.

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ACROYNMS

DEO	District Education Officer
DV	Dependent Variable
IV	Independent Variable
ESIP	Education Strategic Investment Plan
MoES	Ministry of Education and Sports
MDG	Millennium Development Goal
NRM	National Resistance Movement
UACE	Uganda Advanced Certificate of Education
UCE	Uganda Certificate of Education
UNEB	Uganda National Examination Board
USE	Universal Secondary Education
SSA	Sub-Saharan Africa
SPSS	Statistical Package for Social Scientists
WW	World War

ABSTRACT

The study was carried out in selected secondary schools in Jinja City. The purpose of this study was to establish the influence of parents' involvement in school activities and students' academic performance in selected secondary schools. The study objectives included: to establish the influence of parents' involvement in participatory decision making on students' academic performance in selected secondary schools, to ascertain the influence of parents attending school functions/PTA meetings on students' academic performance in selected secondary schools, to establish the influence of parents providing home based support for learning on students' academic performance in selected secondary schools, and to analyze the influence of care guidance on students' academic performance in selected secondary schools. The research employed a cross-sectional research design. The study population comprised of head teachers, deputy head-teachers, District Inspectors of School, members of PTA, and directors of studies; totaling to 97 participants. These were purposively and simple randomly selected. Data collection instruments included questionnaires and interview guide. Data was analyzed quantitatively and qualitatively. The study findings revealed that parents' involvement in participatory decision-making helps them to effectively plan for adequate instructional materials. Parents' involvement in participatory decision-making helps them to building more classrooms for an increased enrolment of students in selected secondary schools in Jinja City. The study also revealed that parents attending school functions/PTA meetings would lead to budgeting for the required instructional materials, practically fundraise for acquiring instructional materials and having plan for the expansion and renovation of classrooms in selected secondary schools in Jinja City. The study further revealed that parents providing home based support for learning, having home library enhance students' self-revision, there is high students' academic outcome from families with home library, and students from homes with conducive environment boost their commitment to academic concentration in selected secondary schools in Jinja City. The study revealed that with career guidance, it boosts students' self-esteem, helps students to make a right informed career choice, and helps individuals with accurate and up-to-date information about different career options, educational requirement in selected secondary schools in Jinja City. Basing on the above, it is concluded that parents' involvement in school activities affect students' performance. The study recommended that there is an urgent need for school managers to encourage massive parents' involvement on their children's academic work; and areas of further research were suggested.

CHAPTER ONE: INTRODUCTION

1.0 Introduction

This research aimed at investigating the influence of parents' involvement in school activities on students' academic performance in selected secondary schools in Jinja City. Parents play a vital role in supporting their child's learning, career guidance and social development. Parents can do this by helping their children with home-work, attending school functions, career guidance, and having regular communication with the child's class teachers (Garcia, 2021). Parents are also responsible to provide the right and necessary education materials, shelter, clothing, food, and medical care insofar as they are able. These parents play a vital role in shaping the experiences of their child's education. Parents are also equally responsible for grooming as well as providing sound knowledge, in addition to sound education of their religion as well as the moral training of their children (Otieno, Ochieng, and Dawo, 2020). However, the academic outcomes of the school going children have remained worrying. Most parents and guardians are dissatisfied with their students' academic performance outcomes in secondary schools as evidenced by UNEB results, where few learners usually get grade one, 2nd grades and 3rd grade, while a considerable number got 4th grade and others totally failed (UNEB Results, 2020). This chapter presents the background to the problem, the problem statement, the purpose and research objectives, research questions, hypothesis, study scope, the justification and study significance, as well as conceptual framework.

1.1 Background to the Study

The background section systematically covers the historical background, and the theoretical background. This was followed by the conceptual as well as contextual backgrounds.

1.1.1 Historical Background

Of recent world-over, parental involvement is very crucial and essential to a child's cognitive, societal-emotional, and physical development. After World War (WW I) in the United States, awareness of parents' influence on the success of children's academic grew (Garcia, 2021). As a result, many strategies to involve parents and guardians in school daily activities were developed, and this included attending school conferences, participating in PTA meetings, sporting events, face-to-face discussion with class teachers, and fundraising activities. Meanwhile, nations across the globe developed several strategies to promote parental direct involvement in their children's academic careers. These forms of involvement included taking involvement in the child's academic work, taking part in extracurricular activities, and maintaining an academically supportive family environment (Julie et-al, 2020).

Arguably, in Germany, children whose parents are actively involved in their children's education have been found to be more likely to meet or experience low levels of anxiety, stress and difficulty, become motivated to complete their coursework, particularly in high school, and generally outperform their peers academically (Garcia, 2021). At the same time, parents' involvement in their children's schooling is associated with children's school academic success; with the positive impact of parent involvement having now been demonstrated across a wide range of age levels and populations (e.g., Epstein, 1983; Cahit and Metin, 2020). Investigators know less, however, about the factors that determine how involved parents and guardians become. Understanding such factors is expected to assist in developing viable interventions towards increasing parent-school involvement in all families.

Subsequently, it is believed that home environment and parents have a strong impact on the learners' academic status, emotions and general health as well as their outcomes in academic

performance. This has been evidenced in a study of (Ajira *et al.*, 2017) indicating that the state of the home or home environment affects the students' academic performance, and this because parents are the first socializing agents in the lives of their children. Therefore, the context of family background affects children reaction and level of students' learning outcomes in general. More to that, in several European countries, education has been considered as a public good to be provided by the central governments with limited involvement and participation of development partners as well as other stakeholders including parents. However, this trend changed in the mid-1970s when leading economists in European universities and donor agencies began to criticize governments' direct involvement in service delivery. The States were criticized for corruption, mismanagement, inefficiency, lack of planning and related challenges. Consequently, in the 1980s there was a shift to community involvement in social service delivery (Otieno, Ochieng and Dawo, 2020), education inclusive; and targeting to improve of the academic outcomes of learners. In the research study, the parents' involvement in school activities were represented by affective students' academic outcome which is highly being complained of as being a challenge in Uganda, specifically in the selected secondary schools in Jinja City.

In African, most countries are still less developed, and this kind or nature of low-income status is directly reflected among most households which in return affects the way parents and guardians can monitor and support their children' learning ability at school (Cahit and Metin, 2020). For instance, in Kenyan communities, there is evidence that students' learning and academic performance was greatly deterred by the parents' socio-economic status, and some political factors as it is emphasized by Orodho (2017). In addition to that, Berta, Chrishnaa and Wolf's (2022) investigation into the socio-economic background of the families of students,

specifically at Saint Monica College of Education in Ghana, found out that the parents' educational background, income status and standard of living as well as their way of life had a significant impact on students' academic outcomes. Parents-school involvement is explained as parental participation in the educational planning for their children. Currently, evidence-based investigators suggest three family involvement dimensions in promoting healthy students' academic outcomes: parenting, home-school relationships and responsibility for academic outcomes (Otieno, Ochieng and Dawo, 2020; Garcia, 2021) Parenting is the parental involvement dimension that includes the values, attitudes, perception, and practices of parents in raising their children. Nurturing, warm, and responsive parent-child relationship in child-centered activities tend to relate to positive academic outcomes. Regrettably, all this appeared to have yielded to no avail as parents has failed to have become responsive to child's academic issues. This was investigated, especially scrutinizing the frequently applied or ways of parents' involvement in school activities and its influence onto students' academic performance.

Subsequently, Nadenge (2015) stressed that the parent's socio-economic background influenced the academic performance of students in Tanzanian schools. Researchers in Burundi have studied the relationship between parents' socio-economic status and their children's academic outcomes. As an example, Kwarteng, Asiamah, Oppong, Nkansah, Issaka and Kweku (2022), examined the causes and consequences of students' poor academic outcomes at Kemp Methodist Junior High School in Rujubura City, and found that the school environment, teacher factors, home circumstances, and student's behavior were all crucial in determining their learning as well as outcomes in academic performance. Simweleba and Serpell (2020) emphasize that due to various government initiatives, such as universal education program, nominal enrollment in school has also significantly expanded over the past 50 years in Kenyan

schools and many other Sub-Saharan African nations. Despite this, the results are unsatisfactory in several ways, and this is most common in rural communities where the socio-economic status of the parents is still poor. Child's learning accomplishment figures reveal that many children spend some good years in school without understanding the fundamental subjects (Hungu, 2021), and this influence their academic outcomes. The few of those who are successful are expected to go up a staircase of decreasing educational opportunities, and they hardly ever return to their rural areas of origin to contribute to its socio-economic, academic and cultural vitality.

In relation to the above, Uganda like other Sub-Saharan African countries, adopted the MDG number two of education, where the Ministry of Education and Sports introduced the Universal Secondary Education (USE) policy in MID 2000s (Bategeka and Okurut, 2006: Policy Brief 10, 2006). The main aim was to make education accessible, equitable and affordable which in return is expected to reduce illiteracy and poverty by endowing every citizen with basic education freely. The USE policy abolished all school/tuition fees and other non-statutory fees but only allowing parents to provide basic learning materials (exercise books, pen, pencil, eraser and ruler). Free education for all programs encouraged parents' involvement in their children's education, targeting to their academic outcomes. Parents have been encouraged to get involved in school planning, coordination and supervision (Abenawe, 2022), as well as monitoring their children's class participation. However, the trend of students' academic performance has remained worrying in most schools across the country (UNEB Results, 2020). In return, this led to an increased gross enrolment rate to 145% (4.5 million children) and created an opportunity for all parents to participate in the education system. The wave effects made parents feel relieved of the school fees burden due to the reduction in inequity in access to education across

all districts in Uganda (Kan and Klasen, 2020). In the context of the 1992 Government White Paper on Education, the long-term holistic Education Strategic Investment Plan (ESIP2004-2015), and the International long-term commitment (in particular the Millennium Development Goals, MDGs), the government of Uganda formulated the Universal Post Primary Education and Training (UPPET) programme, under which USE falls (Nalukwago, 2018). Interestingly, no single parents' involvement in school activities can be pointed to, to be responsible for this paucity something that this research study delve in.

Since then Uganda has taken on many secondary schools as seed schools and others as government aided of free or relatively cheap Primary and Secondary Education as compared to purely privately owned secondary schools (Jansson., Bukuluki and Hojer, 2017: Policy Brief 10, 2006). In Uganda, universal education commenced with USE in 2006 when a total of 4.3 million students were enrolled in secondary schools countrywide as opposed to 1.4 million a year earlier. Later government realized that the majority of the USE graduates could not go beyond ordinary level. The then Commissioner for Secondary Education, Dr. Y.K. Nsubuga said, 'due to the high cost of Advanced level and post-secondary education, the transition rate from ordinary to advanced or post-secondary level has been oscillating between 46-50% (Kristof, 2015: Kan and Klasen, 2020). Nsubuga continued to say, 'this was beginning to undermine efforts of the successful implementation and sustainability of the USE program (Kristof, 2015: Abenawe, 2022). The Uganda Government White Paper on Education (1992) attempted to address the parent involvement gap in secondary schools to improve the students' academic performance but these efforts appear to have failed to yield to positive results in Jinja City.

1.1.2 Theoretical Background

This study was based on the Theory of Family-School Connections: Parent Involvement in school activities. This theory was put forward by Epstein in 1982 and it clearly shows the relationship between family and school towards influencing the students' academic outcome. The theory extends three (3) perspectives under which researchers and practitioners can think about family/parents and school relations. The three perspectives are briefly explained below: separate responsibilities of families and schools, shared responsibilities of families and schools, and sequential responsibilities of families and schools. The perspectives are further explained in details as follows.

The three perspectives are profoundly different. Assumptions based on the separate responsibilities of institutions stress the inherent incompatibility, competition, and conflict between families and schools. This perspective assumes that school bureaucracies and family organizations are directed, respectively, by educators and parents whose different goals, roles, and responsibilities are best fulfilled independently (Kristof, 2015). It asserts that the distinct goals of the two institutions are achieved most efficiently and effectively when teachers maintain their professional, universalistic standards and judgments about the children in their classrooms, and when parents maintain their personal attention, and particularistic standards and judgments about their children at home.

The opposing assumptions based on shared responsibilities of institutions emphasize the coordination, cooperation, and complementarity of schools and families, and encourage communication and collaboration between the two institutions. This perspective assumes that schools and families share responsibilities for the socialization and education of the child. Teachers and parents are believed to share common goals for their children that are achieved

most effectively when teachers and parents work together. These assumptions are based on models of inter institutional interactions and ecological designs that emphasize the natural, nested, and necessary connections between individuals and their groups and organizations (Jansson., Bukuluki and Hojer, 2017). The third perspective on the sequential responsibilities of institutions emphasizes the critical stages of parents' and teachers' contributions to child development as well as academic outcomes. This approach is based on the belief that the early years of a child's life are critical for later success, and that by age 5 or 6 when the child enters formal schooling in kindergarten or grade 1, the child's personality and attitudes toward academic concentration are well established. This eventually determines the child's academic concentration, attitude and perception as well as future academic outcome.

In summary, this research will be guided by the shared responsibilities perspective of the theory of family-school connection which advocates for the coordination, cooperation and complementation of schools and family (Kristof, 2015). This literally means that both the teachers and the family/parents have to work together to develop and improve the academic potentials of the student in all the three domains of learning as put forward by Bloom *et-al.*, 1956. This can be done by reminding the students to do their homework when they come home, feeding them on a balanced deity, giving them less load to handle when home in order to remain with time to read, buying text books, paying for internet for research purposes, attending school activities and meeting, monitoring their progress, offering continuous guidance and counseling, paying school fees in time among others. This complemented the professional roles of a teacher which in the end leads to improved children learning as well as academic outcomes, while other factors put constant.

1.1.3 Conceptual Background

For the purpose of this study, the following terms that were frequently applied during the research process are accordingly explained:

Parental Involvement: Cahit and Metin (2020) defined parent involvement in school activities as a situation where parents directly engage in the education of their children. In this case the parents are expected to monitor classroom activities of their children and consult more about their educational progress, weakness, people he or she associates within order to do a very good follow up. In order to enhance the learning environment and process, parents must successfully carry out their duties, obligations, and responsibilities. As communication between parents and children at home is crucial for building a strong relationship and rapport between them, the parent engagement process actually calls for encouragement, nurturing, mentoring, leadership, and inspiration (Nadenge, 2015). Besides, Tangalin and Maricel (2020) asserted that parents involvement in school activities may refer to the inner and outside activities that a parent may get involved in to motivate their children to love their studies. The attitude of parents taking efforts to encourage the students to undergo the learning for better results by supplying the needed support both home and at school shall in most cases motivate them to put in more efforts for better grades. There are two ways that parents can get involved: at home and at school. In this study, parent-school participation at home involves giving them homework help, monitoring their discipline, conversing with them about school, setting high standards, supporting academic success, and creating environments that are favorable to learning. On the other hand, school-based parental involvement involves helping out at the school, taking part in school activities and groups, and corresponding with the school's administration and staff.

Students' Academic Performance: Darko and Sika (2021) refers to academic performance as “students’ performance obtained by measuring the learning assessment and co-curriculum”. In essence, final grades in many education institutions are used to evaluate students’ performance at any educational level. Conceptually, Tangalin and Maricel (2020) further define “academic performance is the measure of student’s performance obtained by measuring the learning assessment”. However, in this study, academic performance was the Uganda Certificate of Education (UCE) grade attainment in national examination at ordinary level. In this study, the researcher considered academic performance as a perceived ability in an academic or learning context. The researcher adopted this definition because external assessment marks obtained in final examination plays a significant role in determining student’s academic performance. Students’ performance, according to Bhang., Yoon., Sung., Yoo., Sim., Lee., and Lee (2018) entails the performance outcome that indicates which students has accomplished specific targets and goals. The academic performance on the other hand was studied under; end of cycle scores, end of term scores and end daily class assignment scores.

End of cycle scores: Academic achievements/grades that students gain in assessments that are conducted at the end of a specific secondary school cycle, for instance at the end of ‘O’ or ‘A’ level.

Daily class assignment scores: Academic achievements/grades that students gain in daily class assessments in different subjects.

End of Term Scores: Academic achievements/Grades of students in assessments given at the end of a school term.

1.1.4 Contextual Background

For the Ugandan situation, Nalukwago (2018) noted that the impact and influence of parental attitudes, cultural attitudes, and parental socio-economic backgrounds on students' academic performance in Uganda. Nalukwago went on to list the various obligations parents have to their children, like providing the school supplies they need, like notebooks, pens, sets, and uniforms, sponsoring study trips as well as generally covering the cost of tuition, all of which have a significant impact on how well their kids perform academically. She also underlined that as parents assist their children with basic household chores like cooking, cleaning, and nurturing them, they serve as their children's first teachers and are therefore crucial to their success in school (Jansson, Bukuluki and Hojer, 2017). Interestingly, Otieno, Ochieng, and Dawo (2020) described three types of involvement in children's schooling: behavior, cognitive-intellectual, and personal. The parent's behavior concerns participation in activities at school (e.g., attending parent-teacher conferences and school activities) and at home (e.g., helping with homework, asking about school). Cognitive-intellectual involvement includes exposing the child to intellectually stimulating activities such as going to the library and talking about current events. The third category, personal involvement, is knowing about and keeping abreast of what is going on with the child in school. Fortunately, the government of Uganda and other development partners has tried their best to encourage parents' involvement in education of their children. On the contrary, students have continuously performed poorly in academics despite the functionality of parental structures in these schools (Omona, 2021). No wonder leaders of schools with a poor academic record are increasingly under more pressure to take action than leaders with fair academic record. However, the eight years' experience of working in school and having witnessed how parents are less interested in participation in the education of their school-going children, has informed the researcher to opt for this research study.

In addition, Jinja City, which is one of the newly created cities in Uganda is endowed with several secondary schools which are open for every child who qualifies to have an opportunity to access good education that shall enable them to advance to higher level of education in life if they can attain marks needed to compete for the few vacancies available for government sponsorship in public universities or those required to compete for courses on a private basis in all universities and other tertiary institutions (Abenawe, 2022). The persistent poor students' academics performances in secondary school in Jinja City are describe hereunder. In 2016, 126 candidates scored division one out of the total number of candidates of 998 in Jinja City representing 12.6%. 132 candidates scored division one in 2017 in Jinja City out of the total number of candidates of 1,034 making only 12.8%. A drop in performance was registered in 2018 when only 136 candidates scored division one out of 1,111 candidates who sat the UCE examinations representing 12.2%.

A further drop in performance was registered in 2019 with only 117 candidates scoring division one out of 1,190 candidates representing 9.8%. A slight improvement of 3% was registered in 2020 with 154 candidates in division one out of 1,196 candidates representing 12.9% (UNEB Results, 2021). More so, Jinja City schools are failing to competing favorably, a case in point is the UNEB results 2022 where out of the all the Secondary Schools in Jinja City, both private and government, of the total students who sat for senior four not even a half of the number scored first grades out of over 1800 students who sat for UNEB that year; and when it came to UACE results 2022, they were only three student who scored 20 points and three scored also nineteen points in the whole of Jinja City schools (Namukoma, 2022: UNEB, 2020). This clearly indicates that there are many challenges affecting the students' academic performance in Jinja city and some of them have been researched about but none has researched about parent

involvement in school activities and students' academic performance. It was upon this background that the researcher decided to investigate on the topic, parent involvement in school activities and its effects on students' academic performance in selected secondary schools in Jinja City.

1.2 Statement of the Problem

Despite the fact that, the government of Uganda has made some recommendable efforts to provide quality education for all by availing government schools with scholastic materials, equipping laboratories, paying teachers on government payroll well and on time, build classrooms and recruiting only professional teachers in Jinja City (Abenawe, 2022). The students' learning outcomes basing on the summative examination results of both UCE and UACE; students' regularity as well as punctuality for classes, absenteeism, participation in class, like writing of notes, doing daily exercises, are all wanting. A case in point is the UNEB results 2022 where out of the all the Secondary Schools in Jinja City, both private and government, of the total number of students who sat for senior four not even a half of the number scored first grades out of over 1800 students who sat for UNEB that year; and when it came to UACE results 2022, they were only three student who scored 20 points and three scored nineteen points in the whole of Jinja City (UNEB, 2022). The rate of children participation in class, class attendance and as well as their attitude towards schooling in the City is still worrying (Namukoma, 2022). Different scholars have hinted on these gaps in child's learning on several factors including but not limited to: lack of enough food in some schools, teachers' absenteeism, and the City supervisors not playing their roles, having few teachers in schools. To the best knowledge of the researcher, no research has been carried out about parents' involvement in their children' learning and its effect on the children (Twaweza, 2019). It was upon this

background that the researcher has come up to investigate parental involvement in school activities and its effect on children's learning in selected secondary schools in Jinja City.

1.3 Purpose and Research Objectives

1.3.1 Purpose

The purpose of the study was to establish the influence of parents' involvement in school activities on students' academic performance in selected secondary schools in Jinja City.

1.3.1 Research Objectives

The study was guided by the following research objectives: -

1. To establish the influence of parents' involvement in participatory decision making on students' academic performance in selected secondary schools in Jinja City.
2. To ascertain the influence of parents attending school functions/PTA meetings on students' academic performance in selected secondary schools in Jinja City.
3. To establish the influence of parents providing home based support for learning on students' academic performance in selected secondary schools in Jinja City.
4. To analyze the influence of parents providing career guidance on students' academic performance in selected secondary schools in Jinja City.

1.4 Research Questions

The study was guided by the following research questions: -

1. What is the influence of parents' involvement in participatory decision making on students' academic performance in selected secondary schools in Jinja City?
2. What is the influence of parents attending school functions/PTA meetings on students' academic performance in selected secondary schools in Jinja City?

3. What is the influence of parents providing home based support for learning on students' academic performance in selected secondary schools in Jinja City?
4. What is the influence of parents providing career guidance on students' academic performance in selected secondary schools in Jinja City?

1.5 Scope of the Study

In this section, the researcher handled the content scope, geographical scope, and time scope of the study as discussed below.

1.5.1 Content Scope

The study was limited to the influence of parent involvement in school activities on students' academic performance in selected four secondary schools. The independent variable (parent involvement in school activities) and the dependent variable (students' academic performance) were examined. Specifically, the study was limited to; establishing the effect of parents' involvement in participatory decision making on students' academic performance in selected secondary schools, ascertaining the effect of parents attending school functions/Parents/Teachers Association (PTA) meetings on students' academic performance in selected secondary schools, establishing the effect of parents providing home based support for learning on students' academic performance in selected secondary schools, and establishing the effect of parent providing career guidance on students' academic performance in selected secondary schools.

1.5.2 Geographical Scope

The study was conducted in selected secondary schools in Jinja City, Busoga sub region, Eastern Uganda. Jinja City is surrounded by Jinja district, it also borders River Nile in the west

and Lake Victoria in the south. The city headquarters are located at City Hall on the main street near Busoga square. This particular area was selected because of continued low students' academic outcomes in selected secondary schools.

1.5.3 Time Scope

The study was carried out using secondary information between 2015-2023 because those years are enough to give a true current picture of students' academic performance and the rate at which parents involve in the students' academics.

1.6 Justification of the Study

According to the Constitution of the Republic of Uganda, Article 32, Section (2), "*A child is entitled to basic education which shall be the responsibility of the state and the parents of the child*" (Uganda, 1995). Also, according to the children's act Part II NO 06, "*every parent shall have parental responsibility for his or her child*" (Uganda, 1996). According to the meeting of Head-teachers held at St. James Senior Secondary School in Jinja City on March 08th 2023, there was a general out cry for all head-teachers who attended the meeting about lack of participation of majority of the parents in the education of their children. Parent involvement in school activities is a key aspect in the child's confidence, determination and feeling supported and cared for in his or her academic journey (Otieno, Ochieng, and Dawo, 2020).

A good number of studies on parent involvement in school activities and students' academic performance have been carried out (Julie, Utley, Soo-Young, Hunkar and Gwen, 2020; Garcia, 2021; Cahit and Metin, 2020; Orodho, 2017; Simweleba and Serpell, 2020; Berta, Chrisnaa and Wolf's, 2022). These were carried out in different geographical settings and not in Jinja City. Yet, the quality of students' academic performance still worry's a lot. The future of the learners in the City remains bleak if the issues at hand are not sufficiently addressed now.

More so, no study (according to the reviewed literature) has ever singled out the most outstanding parent involvement in school activities *vis a vis* students' academic performance in selected secondary schools in this City. Yet, it is increasingly becoming clear that parent involvement in school activities could be responsible for the dwindling students' academic outcomes in Jinja City. So, the research study remains justified. Hence this calls for serious investigations.

1.7 Significance of the Study

The study finding shall be of help to the following people and sectors if followed well;

The study is a requirement for my course

The study finding is expected to help the parents of Jinja City and places with a similar setting.

It is expected to help them realize that their support and monitoring of the learning of their children is so important for better academic performance outcomes.

The study shall also be instrumental in creating awareness on role played by parent on the students' academic performance in Jinja City especially, at this time of implementing the new lower secondary curriculum in schools.

The study findings is also expected help the head teachers in Jinja City and places with similar settings to devise more means of encouraging and attracting parents to get involved in school activities of their children and to advise them to support these children especially at home. This may be achieved by using the study's conclusions and recommendations as a case of reference necessary in identifying the potential gaps.

The study is expected to help Ministry of Education and Sports and the District Education Officers to strictly monitor how often Parents Teachers Association meetings seat, and put up

findings for both parents and teachers who don't attend them. It is my belief that the findings of this study will reveal the truth about the challenges and the risks students face in both classroom interaction and home treatment from parents. It is expected to add to knowledge, on how to care for students by encouraging parents to participate fully in the process of educating student/children in their societies. The findings of the study may likely launch the reforms needed to improve the overall quality of education service offered in schools in the Jinja City.

To the teachers, the study shall offer novel ideas to the existing theory on parent involvement in school activities and students' academic performance in selected secondary schools in Uganda, and more so, to the rest of the world. It shall therefore be upon this study that more forward policies can be designed and formulated; and this may help them to get appropriate measures in parents' involvement in school activities and other administrative areas where there is a gap.

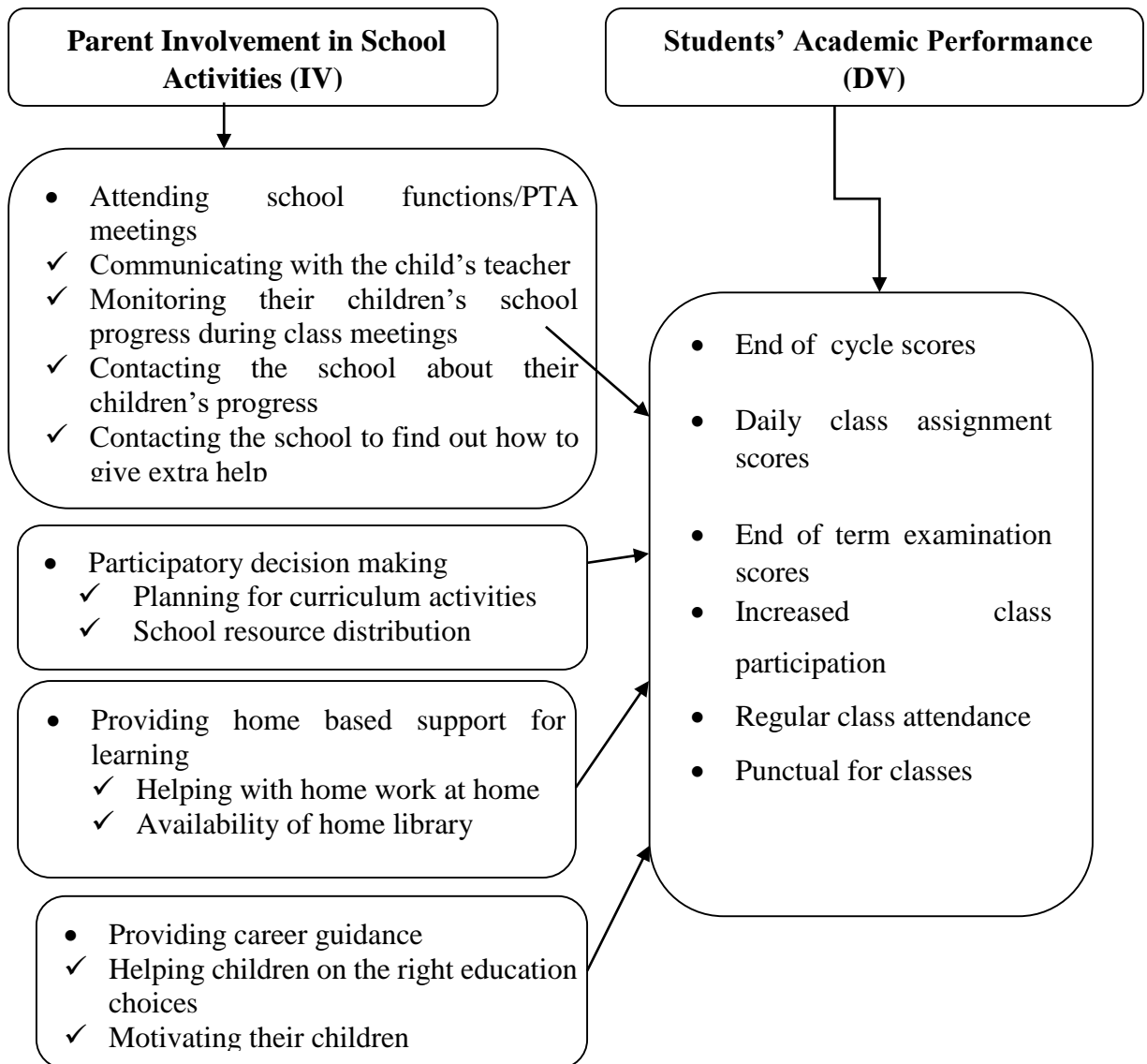
The study finding is expected to add on the body of knowledge for other researchers. This future researcher may benefit from the study in making more critical analysis and find recommendations to the problem at hand. More so, the findings may help the researcher to attain a master's degree.

The finding is expected to also serve as an additional source of reference for other researchers and students whose studies relate to the topic under discussion. The study may be significant to the ministry of education since it shall help educators in future decisions concerning parent involvement in school activities and students' academic performance.

1.9 Conceptual Framework

The study was based on a conceptual framework as illustrated in Figure 1.1 below.

Figure 1.1: Conceptual Framework



Source: Adopted from Epstein, 1982 and modified by the researcher

The conceptual framework in the Figure 1.1 above explains the relationships that exist between the independent and the dependent variables for this study that shall investigate the effect of parent involvement in school activities on students' academic performance. In this study the independent variable is parent involvement in school activities with its dimensions of attending school functions/PTA meetings (i.e communicating with the child's teacher, monitoring their children's school progress, contacting the school about their children's progress, and contacting

the school to find out how to give extra help); participatory decision making (i.e planning for curriculum activities and school resource distribution); providing home based support for learning (i.e helping with home work at home and availability of home library); and career guidance (i.e helping children on the right education choices and motivating their children). When all these are in place, they positively have an influence on the students' academic performance as the dependent variable. Students' academic performance was indicated by end of cycle scores, daily class assignment scores, end of term examination scores, increased class participation, regular class attendance, and punctual for classes as reflected in Figure 1.1 above.

1.10 Conclusion

In conclusion, chapter one handled the background of the problem, the problem statement, the purpose of the study, research objectives, research questions, hypothesis, scope, the justification and significance of the study, and theoretical framework, as well as conceptual framework. The next chapter covers the literature review, comprising of theoretical and empirical reviews as well as research gaps or summary of literature review.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents a review of literature related to the study. It is organized under the following sections: theoretical review of literature, review of empirical literature and research gap. There is a provision for a summary of the review of literature depicting the possible gaps that was identify during this study.

2.1 Theoretical Review

The Theory of Family-School Connections: Parent Involvement in School Activities underpinned the research. Theory was put forward by Epstein in 1982. Epstein clearly indicated the relationship between school and family towards influencing the academic outcome of learners. The theory also extends (3) perspectives under which investigators and practitioners believed about parents/family and school relations (Jansson, Bukuluki and Hojer, 2017). The three perspectives are briefly explained bellow: separate responsibilities of families and schools, shared responsibilities of families and schools, and sequential responsibilities of families and schools. The perspectives are further explained in details as follows.

The three perspectives are profoundly different. Assumptions based on the separate responsibilities of institutions stress the inherent incompatibility, competition, and conflict between families and schools. This perspective assumes that school bureaucracies and family organizations are directed, respectively, by educators and parents whose different goals, roles, and responsibilities are best fulfilled independently (Kristof, 2015). It asserts that the distinct goals of the two institutions are achieved most efficiently and effectively when teachers maintain their professional, universalistic standards and judgments about the children in their

classrooms, and when parents maintain their personal attention, and particularistic standards and judgments about their children at home.

The opposing assumptions based on shared responsibilities of institutions emphasize the coordination, cooperation, and complementarity of schools and families, and encourage communication and collaboration between the two institutions. This perspective assumes that schools and families share responsibilities for the socialization and education of the child. Teachers and parents are believed to share common goals for their children that are achieved most effectively when teachers and parents work together. These assumptions are based on models of inter institutional interactions and ecological designs that emphasize the natural, nested, and necessary connections between individuals and their groups and organizations (Jansson, Bukuluki and Hojer, 2017). The third perspective on the sequential responsibilities of institutions emphasizes the critical stages of parents' and teachers' contributions to child development as well as academic outcomes. This approach is based on the belief that the early years of a child's life are critical for later success, and that by age 5 or 6 when the child enters formal schooling in kindergarten or grade 1, the child's personality and attitudes toward academic concentration are well established.

In summary, this research was guided by the shared responsibilities perspective of the theory of family-school connection which advocates for the coordination, cooperation and complementation of schools and family (Kristof, 2015). This literally means that both the teachers and the family/parents have to work together to develop and improve the academic potentials of the student in all the three domains of learning as put forward by Bloom *et-al.*, 1956. This can be done by reminding the students to do their homework when they come home,

feeding them on a balanced deuty, giving them less load to handle when home in order to remain with time to read, buying text books, paying for internet for research purposes, attending school activities and meeting, monitoring their progress, offering continuous guidance and counseling, paying school fees in time among others. This complemented the professional roles of a teacher which in the end may lead to improved children learning as well as academic outcomes, while other factors put constant.

2.2 Empirical Review

The literature review was further done basing on the study themes developed in accordance to the study objectives namely: the parents' involvement in participatory decision making and students' academic performance in secondary schools, the parents attending school functions/PTA meetings and students' academic performance in secondary schools, the parents providing home based support for learning and students' academic performance in schools, and the career guidance and students' academic performance in secondary schools.

2.2.1 Parents' Involvement in Participatory Decision Making and Students' Academic Performance in Secondary Schools

According to Kan and Klasen (2020), there is a significant intergenerational link between schooling and parental support to school going children. Parents' involvement in participatory decision-making helps them to effectively plan for adequate instructional materials, building more classrooms for an increased enrolment of students, as well as improving on school environment, enhancing students' academic concentration. Darko and Sika (2021) argued that the amount and caliber of time parents spend with their children is so crucial to help the parents to realize the strength, weaknesses, challenges interests and what they lack, while in their journey to accomplishing a certain level of education. Mesfin *et al.*, (2022) stresses that

parents/families play a great role and determine to a great extent the student's ability to continue with his/her academics even in times when his /her peers are trying to divert him/her. In general, the overall success of children depends on the support their parents give them including school decisions, participatory planning, as well as guidance and counseling. However, parents in most parts of Uganda have failed to support school curriculum activities; and this because they less got involved in decision making, academic life, spiritual life, moral life and psychological life of their children. This was investigated, especially scrutinizing the frequently applied parents' involvement in participatory decision making and its influence onto students' academic performance in secondary schools.

Hungi (2021) noted that parents' involvement in decision making and school governance, for instance, helps them understand teachers and other parents' motivations, abilities and attitudes. It gives parents a greater opportunity to serve as resources for their school going children, often increasing their confidence and skills. More so, Ajira *et al.*, (2017) went ahead to emphasize that the parents' level of education matters a lot in this case because all educated individual knows the power in sparing time to be with their children especially on matters related to academic progress. Students from families with less educated parents typically perform worse academically than students from families with highly educated parents (Namukoma, 2022), and this could be a result of low participation of parents. Thus, there is a risk that low literacy parents have difficulty reading and writing, influencing their involvement in decision making and planning for the curriculum activities. Interestingly, no single parents' involvement in participatory decision making can be pointed to, to be responsible for this paucity something that this research study delve in.

Garcia (2021) argued out that parents' involvement in planning and decision making is vital because families know their child best. Parents input is instrumental in making sure that learners receive appropriate support, and that necessary changes are made so they can be fully included in the classroom. Besides, Nalukwago (2018) argued that improving academic outcomes for students, parents deserve to be directly involved in daily school planning and decision making since they are the focal people knowing their children's strength and weaknesses. Thus, every learner has their own aspirations, learning needs, interests and strengths, and it is the role of school and parents to respond to every learner and their unique characteristics, with high expectations for achievement. Regrettably, all these have hitherto remained mere allegation without systematic answers to the predicament. This prompted the current researcher to consider the path of the research study.

Jansson, Bukuluki and Hojer (2017) noted that parents' involvement equals the participation of parents and guardians in school activities and programs. Meanwhile, parent engagement is the degree to which parents commit to prioritizing their children's studies and helping them at home to achieve better academic outcomes. Parents and teaching staff need to collaborate and work together to establish a prosperous future of the child. There is no one more interested in the success and wellbeing of the children than their parents, and of course their classroom teachers, who are always proud to hear about their former learners' success. Besides, Julie, Utley, Soo-Young, Hunkar, and Gwen (2020) argued that there is a link between the degree of parental involvement in decision making towards their child's education and motivation, the academic success and the behavior towards education. While, we may live in a world that spins so fast and the time is not what it used to be, with a little bit of planning and less out of work hours working time, parents deserve to find better opportunities to give their children the proper

support in their educational path, this prompted the current researcher to opt for the research study in Jinja city and see its applicability.

Further, Kan and Klasen (2020) argued that parents' involvement in school planning and budgeting, become part of parcel of the students' academic outcomes. They also become responsible for any student's academic outcomes. In this case, the parents shy away and distance themselves from their roles of paying supplementary fees, having a two-way communication between home and school regularly, being full partners in decision making that influence their children's stay in school, contributing towards buying school needs like scholastic materials, uniform, and attending school meetings, among others (Tangalin and Maricel, 2020). So, without suitable and ample support from the parents or guardians, retaining students and effective success of students in their academic journey has become a difficult task. However, this study was carried out outside Uganda, not entirely secondary schools based and carried out almost two years ago. These constitute gaps in conducting a similar study in Uganda, thus a justification for this study.

Furthermore, Otieno, Ochieng, and Dawo (2020) argued that in case you need the best for your school-going children's academics/schooling, let your children/students fully enjoy parental support. In all spheres of learning, there is substantial research evidence that involvement of parents in their children's schooling gives a positive effect on their learning outcomes. This happens when the parent does not only end on providing scholastic materials and school dues, it does not bring out that environment that a child needs from a parent where by the child can share freely with the parents for both academic and social support. Besides, Kwarteng, Asiamah, Oppong, Nkansah, Issaka and Kweku (2022) cited Epstein model of 1995 (Epstein, 1995) which

widely talk about the three overlapping environments that fulfill the needs of the child in terms of development, growth and learning. These three environments are the family, school and community. Kwarteng *et al.*, (2022) further emphasizes that the three are intertwined and interlinked. In these environments, a parent's presence is requisite since a parent appears either as a parent/guardian, teacher/instructor or a community member, creating a gap for the study.

More to that, Simweleba and Serpell (2020) asserts that it is vital to provide a nurturing home atmosphere for all children including school going. A supportive home relates to the fundamental responsibilities of parents, such as providing food, safety, and distributing fewer household chores to a school-aged child. It also involves parents imparting values, ideas, and behaviors to the children. The child's academic success is positively correlated with the attitudes of the parents in case the parents fail to play their roles, schools should assist families in creating a stable home environment if parents are unable to do so by establishing family support programs, planning parent education events, and doing home visits. Today's schools can help parents with their fundamental obligations, and the contrary is also true as ascertained by Orodho (2017). With regards to the parents' involvement in participatory decision making in question, the researcher developed a sense of concern in achieving knowledge on the relationship between parents' involvement in participatory decision making and students' academic performance in selected secondary schools in Jinja City.

Literature reviewed shows that parents' involvement in participatory decision making has a significant impact on student academic performance. The hypothesis is as follow:

Parents' involvement in participatory decision making significantly influences students' academic performance in selected secondary schools.

2.2.2 Parents Attending School Functions/PTA Meetings and Students' Academic Performance in Secondary Schools

Nankwanga (2019) observed that more and more parents are being urged to visit schools and talk to teachers about children's work. This ensures that parents get an accurate idea of how their children are getting on and it helps the classroom teachers to clear up with the parents any misunderstanding. Such visits are much more profitable to than report cards sent home with students telling in short hand language how their children have done. Abenawe (2022) also went further to state that joining PTAs are another means which some schools have encouraged parents to be part and parcel of their children education outcomes. In these the parents are invited to support the school in practical ways such as fundraising for teaching equipment or helping to carryout building repairs and improvements. In return the school opens its doors to them, inviting them to share in the life of the school and discover how best they can help their own children's education, creating a gap for the study.

Berta, Chrishna and Wolf's (2022) observed that through PTA meetings, if parents are involved in their children's education by volunteering in school, attending parent-teacher conferences or helping the children with their homework, the children are likely to have higher achievement at school. The researcher agrees with the above notions because it is vital that parents make physical contributions like fundraising to support the school bearing in mind that schools have limited resources. Furthermore, their involvement in school affairs in terms of ideas to run the school makes them own the school and all its programs/activities (Ajira *et al.*, 2017). Once they own the school and all its programs/activities, a cordial relationship shall exist between the school and the community who are the major providers of the students for the school. However, this study took one method research design (quantitative); the use of questionnaires collected

data. Unlike this study, data was analyzed by percentages, mean scores, standard deviation, and tables that based itself on mixed approaches.

Furthermore, Cahit and Metin (2020) affirm that in order to ensure success in the achievement of secondary school students, a joint effort of teachers and parents has been found significant. This has led to the establishment of Parent/Teacher Association. Darko and Sika (2021) points out that PTA is a formal establishment in the Nigerian and Kenyan schools to help communicate with families more effectively, enhancing fundraising efforts and quality for grants and awards to support the school programs. Money raised is usually spent on things that the school budget does not cover, including acquiring instructional materials to boost teaching-learning process. All of this activity helps enhance a school's reputation within the community, and boost parents' involvement in planning for their children academic concentration and good learning environment. More so, Bhang, Yoon, Sung, Yoo, Sim, Lee, and Lee (2018) noted that the PTA is often associated or referred to as the heart of the school community and in our case it really is. The main role of the local PTA is to build strong working relationships among parents, guardians, teachers and schools, in support of learners, and this can include organizing educational events like career guidance, and planning teacher appreciation activities, and much more. There is lack of sufficient research in the case of Jinja City as to what extent parents attending school functions/PTA meetings has influenced the students' academic performance, ascertaining the need for this study.

Berta, Chrishnaa and Wolf's (2022) further argues that the partnerships that have the greatest potential for all the parent is the partnership between the schools and parents and the individuals who benefit most are the children. However, the contribution of parents/guardians as a

component of the PTA in enhancing the academic performance of students is questionable in the opinion of the investigator. This is because apart from the classroom teachers whose qualifications are clearly defined for one to teach in a secondary school, the qualifications of parents who are PTA members do not in any way relate to academic performance of students because any parent with a child registered and studying in a secondary school is a PTA member. Therefore, not every parent is knowledgeable in school management for them to make vital contributions to enhance academic performance of the school. Interestingly, because of the qualifications of members of PTA, the Annual General Meetings are held in the local language of the area where the school is located. Hungi (2021) argued that the challenge is that the parents who are not qualified in education/school management deal with technical individual like the head teachers, their deputies and teacher and this leads to a mismatch between teachers and parents in contextualizing or comprehending academic and professional issues that would lead to improved learning and teaching to enhance academic performance of students, thus the study to ascertain the situation at the ground.

Mesfin *et al.*, (2022) asserted that the roles played by the categories of the school stakeholders have a direct bearing on the academic performance of school going children. The members of the academic committee of the PTA make academic policies intended to improve learning and teaching with the ultimate goal of achieving good academic performance. The school administrators on the other hand are involved in the running of the day-to day affairs of the schools including; monitoring and supervising teaching and learning. Apart from monitoring and supervising teaching and learning, they also teach the students. The school administrators also implement the policies made by PTA, and other government regulatory agencies (Cahit and Metin, 2020). These PTAs link the students and school administration and articulate to the

administrations issues that are likely to affect their learning since learning is the cardinal reason why students are at school. They also inform the school stakeholders about the plans put in place by the school administration to improve teaching and learning. All these are intended to improve teaching and learning resulting into good academic performance outcomes.

Darko and Sika (2021) also noted that the PTAs in secondary schools can easily charge the parents because these are the official bodies which administer schools on behalf of the Ministry of Education and Sports. By charging the parents and performing other functions, the PTA ensures that the schools get sufficient funds effectively and efficiently to run in order to achieve its objective of academic excellence. More so, Nankwanga (2019) affirms the above view by observing that the PTAs have been delegated powers and duties by the Ministry of Education and Sports for the purpose of ensuring that their schools are operated properly. They also noted that despite the fact that their perspectives are limited by the MoES, school boards have assumed significant decision-making responsibility. PTAs have the powers for the most part to raise to raise money through school fees. In agreement to the above notion, (Omona, 2021) argued that PTAs and other segments of the public shall not tolerate inefficient and poorly managed schools. Thus, the PTAs follow-up to establish whether the decisions made aimed at improving learning and teaching are being implemented. The study took one method research design (quantitative), data was collected by use of questionnaires. Data was analyzed by percentages, mean scores, standard deviation and tables, unlike this study, that used both quantitative and qualitative approaches.

Further, Nadenge (2015) asserted that PTAs conduct their affairs through committees who have to hold regular meetings where decisions and guidelines are made and issued in their respective areas. More so, Namukoma (2022) asserted that PTAs enhance the academic performance of

students and this because being the policy making and secondary school supervisory body, and the PTA members are experienced and professionals in the field of education/school management. The question is “how do they make policies regarding the operation of schools without themselves being acquainted with how the school is supposed to be governed?” In most cases they have to rely on the advice of the head teacher and their deputies who are PTA members without voting powers. Therefore, in determining critical decisions regarding the operation of a school democratically, the head teacher and the deputy’s inputs are ignored and yet those are the technical people whose guidance would be taken seriously. However, studies have indicated that in Uganda, some secondary schools do not have rules and regulations governing PTA’s roles that are most vital, thus explains the reason for this study.

Interestingly, Otieno, Ochieng, and Dawo (2020) assert that the role of PTAs is to make sure that the school provides students with a good education. The PTA sets the school plans and policies, and influence teacher-parents relationship. Every school has PTAs that work with the school manager to meet the educational needs of the school students in a secure and safe environment. On the other hand, Omona (2021) also noted that PTAs employs some of the school staff and manages how the school spends budget. All of PTA’s decision and policies are made for the best interest of the secondary school. Besides, Kan and Klasen (2020) also argued that the main duties of the PTAs are to supervise management, finances, and quality, thus able to provide strategic direction, cultivate school stakeholders’ partnership, and promote ethical standards, values and compliance. On the other hand, Twaweza (2019) asserts that the PTAs is the primary governing body of a system, overseeing all activities and assisting the system in implementing its policies. They are responsible for organizing and conducting school meetings to make decisions about crucial and strategic problems. With regards to the parents attending

school functions/PTA meetings in question, the researcher developed a sense of concern in achieving knowledge on the relationship between parents attending school functions/PTA meetings and students' academic performance in selected secondary schools in Jinja City.

Literature reviewed shows that parents attending school functions/PTA meetings have a significant impact on student academic performance. The hypothesis is as follow:

Parents attending school functions/PTA meetings significantly influence students' academic performance in selected secondary schools.

2.2.3 Parents Providing Home Based Support for Learning and Students' Academic Performance in Secondary Schools

Mesfin *et al.*, (2022) asserts that children whose parents are more engaged in their schools' activities and help them with their homework have bigger grades and score better on any academic tests. No matter their income or home background, students with involved parents and guardians are more likely to have higher grades and test scores. Those that attend to school activities regularly, have better social skills, showing improved behavior and adapting well to school. Nadenge (2015) advises that, any responsible parent must participate in their children' education by keeping in touch with their child's instructors frequently, making sure that their children finish their homework and assignments every night, help them with their schoolwork, talking to them about what is happening at school every day. Recognizing and praising them for their academic success. Always provide feedback to the teacher about your child's new attitudes regarding a particular subject or about their current new behavior. However, this study was carried out outside developing countries, not entirely based on secondary schools and carried out almost a year ago. These constitute a study gap in conducting similar research in Uganda, justifying this study.

More to that there are four components that scholars have put forward as very essential when it comes to parental involvement especially the sector of teachers monitoring their children's school activities (Cahit and Metin, 2020). These include; parents monitoring their children's academic aspirations, parent to child communication about school in order to follow up what is happening at school, parental participation in school related activities and parental monitoring of the peer groups that their children have and then advise accordingly. It should be noted that the role of a parents in helping their children to attain their academic aspiration does not end on paying school fees and providing basic needs, but also monitoring what happens at school where you are not through both your child and the classroom teacher (Hungu, 2021). However, this study took one method research design (quantitative); the use of questionnaires collected data. Unlike this study, data was analyzed appropriately using mixed research method.

According to Simweleba and Serpell (2020), since every person can be traced back to their family tree and connected to them, parental engagement in every stage of a person's development cannot be avoided. It is vital to note that parental involvement in a child's growth varies among cultures and societies. Parental participation in a child's academics can take many different forms, including providing effective parenting at home, meeting basic needs, shaping constructive behavior, establishing strong social ideals fully monitoring your child's participation in both academic and non-academic school activities, attending the children's class days and also responding to the schools' invitations when your child has committed an offense or any other form of concern. Remember that Parents role does not end on paying school fees, but also monitoring and guiding the child's academic progress.

Otieno *et al.*, (2020) recognized the critical roles that parental enthusiasm and a supportive parenting approach have in children's results. It is made very obvious that parent-child interactions are more successful at predicting academic outcomes than how much a child participates in school. Parents have been involved in providing conducive home environment to encourage self-studying especially having home library with equipped relevant instructional materials, with proper lightening to encourage self-revision. Parenting practices are not entangled in a social framework that is characterized by wealth, poverty, or ethnicity. A very promising fact for parents who want to help their children is the possibility that parenting styles can be both taught and changed (Omona, 2021). However, this study took quantitative approach with the use of questionnaires in data collection; unlike this study that used mixed research approach.

In relation to the above, an important consideration when discussing the relationship between parental involvement and student academic achievement is potential for strategies intended to improve academic output of children in their schools (Garcia, 2021). The effect of parental involvement on student behavior has a more important effect on student behavioral outcomes than baseline estimates would indicate. If the parents do not monitor and shape the discipline of their children, then chances are high that even when that kind of child/student makes it in academics, they may easily fail to be accommodated in different places of work because of different vices or ill behavior as (Mesfin *et al.*, 2022), puts it up in their research.

Nadenge (2015) emphasizes that the impact of Social Economic Status and parental participation on numerous school activities is so key in the students' academic success. The connection between parental involvement and Social Economic Status characteristics are so

influential in the students' academic success especially in elementary, junior, and secondary schools. It is so clear that parents in with a good social economic status usually endeavor to follow up on their children's academic progress and also support them in all possible ways compared to those with a poor social economic status (Amaro, Garalde, Lluisma, Oczon, Turado, Dexter and Bernales, 2020). The analysis demonstrates the complexity of the relationship between socio-economic status, parenting characteristics, and academic achievement, creating a gap for the study.

In addition to the above, parental involvement can be a means to keep parents well-informed of the children's strengths and weaknesses in several subject areas. A study by Clinton & Hattie (2017) illustrated that participatory parents promoted positive behavior and emotional development, and he further added 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. He also said that children who worked with their parents at home on mathematics assignment achieved better mathematics grades. This demonstrates 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 (Simweleba and Serpell, 2020). With regards to the parents providing home based support for learning in question, the researcher developed a sense of concern in achieving knowledge on the relationship between parents providing home based support for learning and students' academic performance in selected secondary schools in Jinja City.

Literature reviewed shows that parents providing home based support for learning have a significant impact on student academic performance. The hypothesis is as follow:

Parents providing home based support for learning significantly influences students' academic performance in selected secondary schools.

2.2.4 Parents Providing Career Guidance and Students' Academic Performance in Secondary Schools

Darko and Sika (2021) argued that career guidance plays a key role in enhancing students' overall development in general and in academic performance in particular. The reason is this program assists learners in harmonizing their abilities, interests and values and enables them to develop their full potential. This also directs learners towards appropriate career and subject choices; solving discipline, education, social and psychological problems; and general adjustment to school life. For instance, Kristof (2015) found that the U.S. learners who participated in career guidance and counseling obtained higher academic performance outcomes than those who did not attend the program. This proves that career guidance is vital; therefore, it should be included in curricula in all schools. In contrast, lack of career guidance leads to poor students' choices, poor academic performance (Mesfin *et al.*, (2022). Interestingly, Mesfin *et al.*, (2022) finds out the impact of lack of career guidance that the career and life choices young individuals need to make as they move from young learners into world-of-work-orientated adulthood are severely constrained by the lack of career guidance aggravated by a failure to appreciate the significance of completing further education. To help disadvantaged students make informed career decisions to obtain better academic results, career guidance program should be developed and implemented in the mandatory school curricula.

According to Abenawe (2022), career guidance is a counseling program that helps school going children (students) choose the right career path based on their educational and professional choices. In other words, a quantitative and qualitative assessment of the students' skills, knowledge, information and experience identifies which career options are available. In addition, Bhang, Yoon, Sung, Yoo, Sim, Lee, and Lee (2018) argued that career teacher may provide information concerning about the right subject choice to students. Students may be equipped with learning or revision skills especially through group discussions and having/attending remedial lessons. Ajira *et al.*, (2017) also noted that career guidance can help individual students identify careers that match their interests, skills and personality traits. This process can also help individuals to make informed decisions about their career paths.

Bategeka and Okurut (2006) further argued that career guidance helps students to make a right informed career choices. It can provide individuals with accurate and up-to-date information about different career options, educational requirements and future job markets. This relevant information helps individual student to make a right informed decisions about their career choices. More so, Garcia (2021) argued that career guidance helps students develop clear and achievable carer goals. In such process, it can help individual learner to stay focused and motivated as they work towards their career objectives. Students devote most of their precious time on academic work, including discussions, self-revision, and they are always punctual for classes, enhancing their academic outcomes. Career teachers drive students towards the right path which is characterised by a clear road map. A good career map helps learners be on track and accomplish beneficial outcomes.

Berta, Chrishnaa and Wolf's (2022) also argued that career guidance teachers are among those who groom younger minds of students in a suitable direction. When secondary schools, institutes or even parents fail to offer proper guidance to the students, career guidance teachers come into action. It is utmost account of the career guidance teacher or counselor to show and be aware of all the career paths available to the ones in need. In a nutshell, Cahit and Metin (2020) noted that career teacher or teacher counselor let individual student make informed decisions with practical guidance and thorough research. They update learners with all the leading platforms and current requirements in the labour market, so as to have the right education choice. Students can seek help from career teachers when they are in dilemma about selecting their career fields. These teachers can introduce students to all the effective alternatives present in the market so as to enhance their academic concentration in specific subjects that may lead them there in future. With regards to the career guidance in question, the researcher developed a sense of concern in achieving knowledge on the relationship between of career guidance and students' academic performance in selected secondary schools in Jinja City.

Literature reviewed shows that career guidance has a significant impact on student academic performance. Interestingly, career guidance is mainly provided by professors, and rarely is this guidance provided by managers from companies. The main objective of this study is to find out whether university should include career guidance as a mandatory subject and who should provide this kind of course. It is predicted that students attending career guidance by managers of companies will achieve higher academic performance than those attending career guidance by lecturers and those who do not attend career guidance. The hypothesis is as follow:

Parents providing career guidance significantly influences students' academic performance in selected secondary schools.

2.3 Research Gap

After the review of related literature, the researcher realized that the related studies are dealing with parents' involvement in participatory decision making, parents attending school functions/PTA meetings, parents providing home based support for learning and career guidance, but none of them was carried out in Jinja City and Busoga region. Theoretical review was also done to establish similar or varying theoretical perspectives. It was upon this background that the researcher decided to investigate the parents' involvement in school activities and its effects on students' academic performance in selected secondary schools in Jinja City.

2.4 Conclusion

To sum up, chapter two reviewed the literature related to parents-school involved and students' academic performance. The researched considered the theoretical review, empirical literature and identified research gap. The next chapter covers the methodological aspects of this research.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter explains the research design, area of the study, information sources, population and sampling techniques; variables and indicators, measurements levels, the procedure for data collection, the data collection methods and instruments; quality/error control, strategy for data processing, analysis and interpretation; ethical considerations and approvals; and study methodological constraints.

3.1 Research Design

The study employed a cross-sectional study design that involved selected secondary schools in Jinja City. The benefit of a cross-sectional study design was that it allowed investigators to compare several different variables at the similar time. A cross-sectional study design according to Kothari (2013) as cited in Tumuhimbise (2017) is the type of research design where data can be collected from different respondents at a single point in time. This type of design was used because it enabled the investigator to collect data at once from only the sample population to generalize the study results on the entire target population within a shorter time and at a lower cost possible. The cross-sectional survey was handy in this study since it accommodates a variety of methods of data collection that facilitates a quantitative understanding of the study phenomenon (Nyenje and Nkata, 2016). It therefore enabled the application of both quantitative and qualitative methods of data collection and analysis. The quantitative data was collected through the use of questionnaires; whereas, the qualitative used interview guide to cover areas where some variables cannot be easily quantified. This design was selected because different categories of participants were studied at one point in time.

3.2 Area of Study

The study was conducted in selected secondary schools in Jinja City, Busoga sub region, Eastern Uganda. Jinja City is surrounded by Jinja district, it also borders River Nile in the west and Lake Victoria in the south. The City headquarters are located at City Hall on the main street near Busoga square. Five (5) secondary schools in Jinja City were conveniently selected. These secondary schools were from different divisions; and only those schools experiencing a decline in students' academic performance was considered basing on the Jinja City Education Report (2020). This particular area was selected because of continued low students' academic outcomes in selected secondary schools.

3.3 Information Sources

According to Creswell (2018), data sources refer to the existing recognized literature whether unpublished or published as long as it had been accepted by the academic for any institution of good reputation. The researcher mainly used both secondary and primary sources of information. Sekaran (2003) noted that primary data is data was obtained from the field by the investigator on the variables of interest for the specific study goal. Primary sources of information were those sources which were original in nature, and were got for the first time from the field. These primary data was collected by the use of questionnaires and interview guide. Questionnaires were also designed by use of a likert scale. On the other hand, Kothari (2013) further point that secondary data is the data which was gathered and analyzed by someone else. Several documents were gathered for analysis including; government policy documents, school reports, journals and text-books, several academic research reports and online sources which the investigator made the best use of it.

3.4 Population and Sampling Techniques

3.4.1 Population of the Study

The target population involved; Head teachers (5), Deputy Head teachers (5), director of studies (10), and members of PTA (108), in accordance with the District Education Office Records (2023). The head teachers and deputies were treated with the same instrument since both constitute the headship of the school. Directors of studies to represent the entire teachers were interviewed to get variety of views to make the study findings more reliable and comprehensive for the benefit of this society. On the other hand, the members of PTA representing the entire parents were selected in order to obtain reliable and valid information required for this research. All the above targeted participants helped the investigator to not only access invaluable knowledge, but also to assist in creating a community of willing participants.

3.4.2 Sample Size Determination

The ever-increasing need for a representative statistical sample in empirical research has created the demand for an effective method of determining sample size. According to Katamba and Nsubuga (2014) sample size is the portion or subset of the total population. To address the existing gap, the study sample was selected following the recommendations of Morgan and Krejcie (1970) table in determining sample size to represent a cross section of people in this research. In this regard, out of 130 target population, 97 sample size were considered. These included; five (5) head teachers, five (5) deputy head-teachers, two (2) District Inspectors of School, directors of studies (10), and seventy-five (75) parents. This enabled the researcher towards getting a variety of opinions, views and unbiased responses, making the research study a reality.

Table 3.1: Sampling Frame

Category	Population	Sample size	Selection	Tool
Head teachers	5	5	Purposive	Interviews
Deputy head teachers	5	5	Purposive	Interviews
Directors of Studies	10	10	Purposive	Interviews
Members of PTA	108	75	Simple random	Questionnaire
Total	128	95	All	

Source: (District Education office records, 2023).

The study involved both female and male participants selected purposively for head-teachers, deputy head-teachers, district inspectors of schools, and directors of studies, as well as randomly for members of PTA. The schools included in the study were selected using purposive sampling method.

3.4.3 Sampling Techniques

The study employed simple random sampling and purposive sampling technique to select the study respondents. Simple random sampling was applied to select members of PTA because all the members in the sample had an equal opportunity of being selected and to avoid biases (Taherdoost, 2016). In this, one set of small pieces of paper of the same size was prepared for all the members of PTA for each school. That is; 75 small pieces of the papers for the members of PTA carried the writing ‘Yes’ and the rest carried the writing ‘No’. All these were placed in a container and each member of PTA was asked to take only one piece of paper from the container. If the writing on the paper read ‘Yes’, the teacher participated in answering the questionnaires.

On the other hand, purposive sampling was used to select District Inspectors of Schools, Head-teachers, deputy head teachers and Directors of Studies from whom the researcher got specific

information. Such sampling technique was used because it was quick and helped the researcher to collect the first-hand information. The researcher selected those particular respondents from their respective offices by purposive because there were no sampling. Purposive is a non-random sampling technique where respondents were selected because of some characteristic. Purposive is popular in qualitative research, and those respondents were chosen by purposive and interviewed to provide qualitative data.

3.5 Variables and Indicators

3.5.1 Variables

Creswell (2014) states that, “a variable is a measurable characteristic that assumes different values among the subjects”. There are different classifications of variables for example; there may be a dependent variable (DV) or an independent variable (IV). The study used parent involvement in school activities as an independent and students’ academic performance as a dependent variable.

3.5.2 Indicators

The parent involvement in school activities included dimension of attending school functions/PTA meetings (i.e communicating with the child’s teacher, monitoring their children’s school progress, contacting the school about their children’s progress, and contacting the school to find out how to give extra help); participatory decision making (i.e planning for curriculum activities and school resource distribution); providing home based support for learning (i.e helping with home work at home and availability of home library); and career guidance (i.e helping children on the right education choices and motivating their children). On the other hand, students’ academic performance was indicated by end of cycle scores, daily

class assignment scores, end of term examination scores, increased class participation, regular class attendance, and punctual for classes.

3.6 Measurement Level

According to Kothari (2013), “sound measurement level should meet the tests of validity and reliability”. There are four types of measurement levels namely, ordinal, nominal, ratio and interval. A likert scale is a scale was used when responding to a questionnaire whereby respondents specify their level of agreement or disagreement to a statement. It is recognizable when you are asked to indicate your strength of feeling about a particular issue on a 5-1 rating scale. The five–point scale which included the following kinds of answers were used; 5=strongly Agree, 4=Agree 3=Undecided/ neutral, 2=Disagree and 1=strongly Disagree, and the respondents were asked to indicate their degree of agreement with the statements on the study variables. The nominal scale was used for gender and education level. The interval scale was also used for period one had been in school.

3.7 Procedure for Data Collection

The research process started with the attainment of the introductory letter from the Uganda Christian University Research Ethics Committee (UCUREC) as well as School of Education of Uganda Christian University to start conducting this research. This letter of introductory was presented to the Head-teachers of the selected secondary schools and the sampled respondents sought for permission for collecting primary data. The researcher also requested for permission from the head-teachers to conduct research in their respective schools. The researcher further trained field research assistants who helped in collecting data from pilot secondary schools, so as to aid him in gathering the data. Frequent visits were made to secondary schools to observe. The collection of data involved one week of filling out the questionnaires and

interviewing head-teachers and their deputies, members of PTAs and district inspectors of schools.

Additionally, this focused on obtaining the primary data (from the reliable source) that was needed towards producing the report findings. Data collection exercises were done using interview guide with the selected respondents following the set questions and questionnaires respectively. This was applicable for collecting both the qualitative and quantitative data in a respective manner. More so, a pilot study was conducted. The data collection tool was prepared and pre-tested, and adjustments were made, and later preceded with the actual data collection; that is, distribution of questionnaires, conducting focus group discussions and interviewing the selected participants. The process then concluded by the data organization, presentation, analysis and interpretation into this dissertation booklet for internal and external examination.

3.8 Data Collection Methods

A questionnaire and interviews were the data collection methods used in this research. This is in agreement with Sideman (1991) as cited in Nsubuga (2019) who asserts that methods and instruments were selected basing on their ability to do what the study wants them to address as well as the posed research questions. Interview method was used on the District Inspector of schools, head teachers and deputy head teachers, as well as directors of studies to supplement the information that was obtained from members of Parents/Teachers Association (PTA) by use of questionnaires.

3.8.1 The Questionnaire Survey

This data was collected using mainly a questionnaire survey since questionnaires had a large coverage of the respondent's sample which allowed a great degree of generalization of research findings. Members of Parents/Teachers Association (PTA) responded to the prepared questionnaire because it was easy to administered, saves time and was gathered or collected at the respondent's

convenient time. Closed- ended teachers' questionnaires were distributed to the selected schools to find out the parent's views on the parents' involvement in school activities and how they influence students' academic performance in selected secondary schools.

3.8.2 Interviews

The District Inspector of Schools, Directors of Studies, Head teachers and deputy head teachers were interviewed to confirm data collection using questionnaires. This confirms teacher's responses to the questionnaire since interviews enabled the participants to inform the researcher on aspects of the setting and situation that he was not familiar with (Drew, Hardman and Hart (1996) as cited in (Nsubuga, 2019). The interviews can be taped or recorded for future reference. This was applicable for collecting the qualitative data.

3.9 Data Collection Instruments

Several tools were of great importance in obtaining data from the field of study. They comprised of the following.

3.9.1 The Questionnaires

A set of questionnaires were developed for the seventy-five (75) members of Parents/Teachers Association (PTA) only. The design constituted closed-ended questions which covered five (5) items on the respondent's background in Section A, 8 items on the parents' involvement in participatory decision making and students' academic performance in Section B, 8 items on the parents attending school functions/PTA meetings and students' academic performance in section C, 8 items on the parents' providing home based support for learning and students' academic performance in section D and 8 items on the career guidance and students' academic performance in section E. All items on section: B, C, D, and E were measured on a 5- Liker scale stating: strongly agree (5), Agree (4), Not sure (3), Disagree (2), strongly disagree (1). A questionnaire with sufficient quantity was used

because of their suitability in reaching participants in a large sample and also enabled them to give information that is free of influence. The questionnaires were used because they permit anonymity that results in more honest responses and they were the best tools for quantitative research.

3.9.2 Interview Guide

The in-depth interview guide was used to interview and obtain data from the respondents. Interviews were arranged and conducted by the investigator with the directors of studies, district inspector of schools, head-teachers and deputy head-teachers in the four selected schools. Open ended in-depth interviews were conducted to generate first hand and reliable data; and probing were further used. During interviews, audio recording gadgets were used to capture the responses. Creswell (2018) observes that this method involves a researcher using a flexible informal dialogue with the respondents to collect detailed data needed from them. This was considered and used to collect data in a flexible informal manner that allowed the researcher to ask questions amenably and allowed the participants to answer the questions unlimitedly. The questions to ask enabled them to provide all the data needed to understand the relationship between parents' involvement in school activities and students' academic performance in selected secondary schools. An interview guide was designed to facilitate the asking of questions in a logical manner. It also involved meeting respondents face-to-face and collecting information from the selected respondents. The interview tool was preferred because it was more natural and qualitative, thus (Amin, 2005). It also involved meeting respondents face-to-face and collecting information from the selected participants. The interviews were also used because of its flexibility not only in allowing rephrasing and rewording of questions to suit the respondents but also in allowing the respondents to answer questions in an open-ended and therefore unlimited and exhaustive way.

3.10 Quality/Error Control

The study was guided by the validity and reliability of instruments: -

3.10.1 Validity

According to Sekaran (2003), “validity refers to the degree to which results were obtained from analysis-of the data actually to represents the phenomenon under study”. The validity of the questionnaires was determined by pre-testing the tools. Pretesting was done by administering to ten (10) participants within the study population but outside the sample. Pre-testing helped to estimate the time it took to fill the questionnaires, relevancy of the questions, and accuracy of the questions in measuring the subject under study.

$$\text{CVI} = \frac{\text{No. Item}}{\text{Total No. Item}}$$

Where by’ CVI= Content Validity Index

The researcher first enumerated the number of relevant items for the study and divided them by the number of items in the instruments. Ten questionnaires were pilot-tested in secondary schools, outside the sample secondary schools in Jinja City that did not participate in the study. Each questionnaire has 43 items.

$$\text{Total items} = 43 \times 10 = 430$$

$$\text{Invalid items} = 55$$

$$\text{Relevant items} = 430 - 55 = 375$$

$$\text{CVI} = 375/430 = 0.87$$

The instrument was said to be valid since the CVI was 0.85 which was far above 0.7 the recommended value for validity. Results from the field helped to identify gaps and made modifications to the

instrument where it was necessary. The questionnaires items were constructed such that they were related to the questions in order to ensure that the research questions were well covered.

Similarly, the interview items were constructed such that they were related to the questions in order to ensure that the research questions were well covered. The validity of the interview guide was determined by pre-testing this tool, which helped to estimate the time it took to complete conducting the interviews, relevancy of the set questions in measuring the subject under research.

3.10.2 Reliability

Reliability is the degree of consistency that the instrument demonstrates (Stephanie (2016). According to Mugenda and Mugenda, an alpha greater than or equal to 0.5 designates substantial reliability of the research tool. However, Amin (2005) advises that researchers were more credible once Cronbach alpha was always greater than 0.5. In the context of the foregoing opinion the reliability of the tool (comprising issues on parents’ involvement in school activities, plus issues of students’ academic performance) were accordingly aligned. Reliability of the instrument on the other hand was ensured through the use of Cronbach’s Alpha co-efficient index generated by SPSS. After pilot testing the instrument, reliability of the instrument, on multi-item variables was tested using the Cronbach’s Alpha Method to provide by Statistical Package for the Social Scientists, and this was conducted among 10 respondents.

Table 3.2: Reliability indices for the questionnaire

Variable	No. of items	Cronbach Alpha Coefficient
Parents’ involvement in participatory decision making	10	0.78
Parents attending school functions/PTA meetings	10	0.82
Parents providing home based support for learning	08	0.89
Parents providing career guidance	10	0.79

The Cronbach's alpha coefficients as indicated in Table 3.2 are above 0.70, the recommended reliability value (Amin, 2005). The results implied that the questionnaire is suitable for data collection.

On the other hand, the researcher ensured reliability of interview guide by ensuring consistent of selection method, that is, the five pilot study candidates were interviewed twice using the same questions to rate the candidate's similarity and get the reliable interview. Therefore, the researcher pre-tested and retested the instruments on a small number of key respondents in an interval of two days. Before real collection of data, the instruments were tested on five respondents to determine their reliability and these respondents were not among the respondents (interviewers).

3.11 Strategy for Data Processing, Analysis and Interpretation

Raw data was processed into meaningful information. The analysis of the data was made using the information given by the head-teachers, teachers, deputy head teachers, members of PTA, the district inspector of schools and directors of studies through questionnaire, and interview guides. Data was analyzed quantitatively and qualitatively as follows: -

3.11.1 Analysis of Quantitative Data

Quantitative data was provided by members of Parents/Teachers Association (PTA). Data was analyzed using SPSS to get variable Mean and Standard deviation which were drawn to ensure clear and easy presentation of research findings. These included the frequency and percentages. Quantitative data was analyzed scientifically analyzed. The statistical analyses were manipulated by SPSS. Descriptive statistics such as measures of central tendency was used to describe and summarize data. These included the mean, mode, and median. Mean scores clearly indicated hereunder; 1.0 –

1.78 (very low), 1.0 – 1.9 (low), 1.80 – 2.59 (low), 2.60 – 3.19 (moderate), 3.20 – 4.19 (high), and 4.20 – 5.00 (very high). This was further presented in frequencies and percentages.

3.11.1 Qualitative Data Analysis

Head teachers, deputy head teachers, directors of studies, and the district inspector of schools provided qualitative data. At the end of each day, field notes were transcribed. Qualitative data was analyzed by content after transcribing and developing themes. Thematic content analysis was used to analysis this data where key findings were transformed into themes for easy analysis and presentation of data. Triangulation, reflexivity and validation strategies were used to ensure the validity and reliability of data analysis and interpretation. The recurrent themes, which emerged in relation to each guiding question from the interviews, was presented in the results, with selected direct quotations from participants were presented as illustrations. Additionally, narrative reasoning was also used to interpret the findings and was also logically argued out. The respondents' views were quoted verbatim to give their actual feeling about the issues that was raised. This therefore, gave an in-depth insight of the problem under study.

3.12 Ethical Considerations and Approvals

3.12.1 Ethical Clearance

The researcher followed a number of guidelines in research. Ethical clearance was sought from Uganda Christian University Research Ethics Committee as well as School of Education of Uganda Christian University to conduct research. Permission to carry out the study in Jinja City was sought from the City Education Officer, as well as Head-teachers for the selected secondary schools.

3.12.2 Informed Consent

Informed consent form (Appendix II) that clearly elaborates on the goal and study purpose was filled by all those who participated in the research. This enhanced confidentiality of the research which increased their involvement and participation. The respondents were also informed that participation in the study was voluntary and they had a right to accept or decline to participate or withdraw from the study anytime. The researcher gave thorough explanations about the purpose of the study and their right to either accept or reject to participate in the interview or filling in of the questionnaires.

3.12.3 Participants' Confidentiality

In trying to protect participants' confidentiality, each participant's record was given a unique ID number. I asked the participants to sign the consent forms to show their willingness to participate in the exercise after persuading them to participate in the research. The principle of anonymity was also strictly followed. The identity of the schools and participant were not disclosed. Pseudonyms were used to disguise the participants and the schools in the study area. Thus, data identifying individual subjects were restricted to those who were involved in the study. Participants were adequately informed about the procedures of the data collection and the survey remained anonymous (no provision for identifying the participant on the survey questionnaire to exist). Confidentiality was maintained by ensuring that the reader of the report was not able to identify a particular respondent. Codes such as respondent 1, 2, and 3 were used to refer to school activities observed in the school, and alphabetical letters A, B, C, D & E were also used to refer to schools. Therefore, names and other identifying information from subjects were obtained for quality assurances purposes only and no individual was identified by any study report.

3.13 Methodological Constraints

The researcher was faced with a number of problems among which are: -

Testing: The use of research assistants brought about inconsistency in the administration and conducting interviews in terms of time of administration, understanding of the items in the interview schedule and explanations given to the respondents. To minimize this threat, the research assistants were first oriented and briefed on the procedures to be followed/done in data collection.

Limited funds and time constraints: This limited the intensity of the spread or area of coverage of the study. This was solved by the researcher through borrowing funds from friends and family members. In addition to the above, the researcher made sure; she followed the scheduled work plan.

Attrition: Not all selected participants were willing to participate in this study and this due to circumstances on the part of the participants such as supervising exams, travels, sickness, hospitalization and refusal/withdrawal to participate. In anticipation to this, the researcher reserved more respondents by exceeding the minimum sample size.

The researcher met un-co-operative participants who were unwilling to give relevant information. However, this was sorted by the investigators through showing and giving them a copy of an introductory/authorization letter and promising them that the relevant information given was confidential.

Time factor: The time frame allocated to the study did not enhance wider study coverage as the investigator had to combine other academic activities, work schedule as well as examinations with the study. However, this was solved by the investigator through giving more ample time to the research and trying to balance all the work as per planned work schedule.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.0 Introduction

The study established the influence of parents' involvement in school activities on students' academic performance in selected secondary schools in Jinja City. This chapter highlights the data presentations and analysis as well as interpretation of research findings. The presentations are done according to the research objectives. Participants interviewed were head teachers, deputy head-teachers, District Inspectors of School, members of PTA and directors of studies.

Research findings have been presented in form of tables; narratives have been provided for each of the tables. Interview results were further obtained to explain qualitatively how parents' involvement in school activities has affected students' academic performance in secondary schools in Jinja City in form of verbatim quotations and narrative statements as per participants' views in regard to each research objective and these supplemented results from the questionnaire.

The chapter further presents the response rate of the respondents, which shows the actual number of participants that properly responded to the research questions. The chapter lastly presents the information on respondents' background which indicates the common demographic respondents' characteristics that participated in the research.

4.1 Response Rate of Respondents

The above sub-section presents the summary of the statistics for the respondents' response rates. Out of a total of 130 targeted study respondents, 97 were reached and positively responded by participating in the study, giving a 74.6% response rate. Non-achievement of 25.4% was due to targeted participants being busy and out of station during the study period despite several attempts

made to reach them. This response rate is above the 70% response rate as recommended by the Katamba and Nsubuga (2014) for a study to be considered as one with satisfactory results. Further details are presented in Table 4.1 below.

Table 4.1: Number of respondents participated in this research study

Category(s)	Targeted participants	No. actually involved.	% of response rate.
Questionnaire.			
Parents	108	75	69.4%
Interviews			
Head teachers	5	5	100%
Deputy head teachers	5	5	100%
Directors of studies	10	10	100%
TOTAL.	128	57	74.6%

Source: Primary data (2024)

4.2 Background Information of the Participants

The background information of the participants included; age of the respondents, gender, highest education level and period worked in this school. Profiles of the respondents who participated in this research are clearly shown in Table 4.2 below:

Table 4.2: Participants' Background Information

Demographic Information		
Respondents' Age	Freq. (f)	Percent (%)
18 – 27 years	8	8.3
28-37 years	22	22.7
38-47 years	38	39.2
48 years-above	29	29.8
Total.	97	100.0
Gender of the participants	Freq. (f)	Percent (%)
Male	55	56.7
Female	42	43.3
Total.	97	100.0
Highest level of respondents' education	Freq. (f)	Percent (%)
PhD holders	2	2.0
Masters' degree	8	8.3
Bachelors' degree	84	86.6
Diploma holders	3	3.1
Total.	97	100.0
Period spent working in this school	Freq. (f)	Percent (%)
Below 5 years	4	4.2
Between 6 – 10 years	25	25.7
Between 11 – 15 years	58	59.8
Over 16 years	10	10.3
Total.	97	100.0

Source: Primary data (2024)

As shown in Table 4.2, 8 respondents (8.3%) were between 18-27 years, 22 respondents (22.7%) were between 28-37 years, while 38 respondents (39.2%) were between 38-47 years, and 29

respondents (29.8%) were from 48 years and above. This implies that those participants in the age group of 38-47 years made the majority during the research carried out in selected secondary schools in Jinja City.

It can be seen in Table 4.2 above, that 97 respondents participated in this study. Out of them, 55 respondents (56.7%) were males and 42 respondents (43.3%) were females. This implies that male participants were more during the study. However, difference in numbers did not affect participation of both male and female participants in the study.

As shown in above Table 4.2, respondents varied in terms of education level. 2 respondents (2.0%) were at PhD level, 8(8.3%) were at Masters' degree level; 84 respondents (86.6%) were at bachelors' level, while 3 respondents (3.1%) were at diploma level. These results indicate that the majority of participants were at Bachelors level of education, but every participant had reasonable knowledge on the parents' involvement in school activities as their responses were appropriate and corresponded to the questions asked.

Lastly, the majority of the participants 58(59.8%) indicated they have been staying/working with school for a period between 11-15 years. Also, 25(25.7%) of the participants have indicated 6 to 10 years, 10(10.3%) indicated of more than 16 years, while, 4 (4.2%) mentioned of below 5 years. The implication of these is that, all the participants are familiar with several ways of parents' involvement in school activities and their related consequences to the academic performance of students.

4.4 Descriptive Results

In this section, the descriptive statistics used were frequencies and percentages, while the inferential statistics used were Pearson correlation, coefficient of determination and hypothesis testing.

4.4.1 Students' Academic Performance

The above sub heading was posed to establishing the students' academic performance in selected secondary schools in Jinja City. The structure was measured using different study variables and five-point Likert scale whose results are shown in Table 4.3.

Table 4.3: Students' Academic Performance

Statement	Response (n=75)	Extent of (dis)agreement		Mean	Std. Devt
		(f)	(%)		
Students in this school perform to the expectation of the school management	Strongly Agree	5	6.7	4.34	0.835
	Agree	17	22.7		
	Neutral	2	2.6		
	Disagree	29	38.7		
	Strongly Disagree	22	29.3		
	Total	75	100%		
Students perform well at end of cycle scores (UCE exams)	Strongly Agree.	7	9.3	4.41	0.89
	Agree.	15	20		
	Neutral.	4	5.3		
	Disagree.	28	37.4		
	Strongly Disagree.	21	28		
	Total	75	100%		
Students perform high in the daily assignment scores	Strongly Agree	4	5.3	4.54	0.79
	Agree	20	26.7		
	Neutral	5	6.7		
	Disagree	27	36		
	Strongly Disagree	19	25.3		
	Total	75	100%		

Students' end of term score in this school is good	Strongly Agree.	11	14.7	4.25	0.746
	Agree.	17	22.7		
	Neutral.	7	9.3		
	Disagree.	25	33.3		
	Strongly Disagree.	15	20		
	Total	75	100%		
The academic performance of students in this school is satisfactory to the administration	Strongly Agree	10	13.3	4.21	0.793
	Agree	19	25.3		
	Neutral	9	12		
	Disagree	24	32		
	Strongly Disagree	13	17.4		
	Total	75	100%		

Source: Primary data (2024)

Table 4.3 represents the descriptive statistics on the academic performance of students in selected secondary schools in Jinja City. The study findings showed that 51(68%) of the respondents disagreed to the statements that students in secondary schools perform to the expectation of the school management, and 49(65.4%) of the respondents disagreed with the statement that students perform well at end of cycle scores (UCE exams); and students perform high in the daily assignment scores, and this was disagreed by 46(61.3%) of the respondents. One respondent stated;

“.....the academic performance of students in the secondary schools has been generally low for several years. Most students have been coming in grade 3 and 4, and few of student scores grade one and two, which easily explains the existence of low academic performance outcomes. In fact, 2022 UCE results, 54percent of students in Jinja City scored grade 3 and above, marking a decline of low academic performance in the City.....” (Deputy Head teacher from School C)

This implies that the general academic performance of students in the secondary schools is fairly okay. There are several issues concerning students' academic scores. In essence, those secondary schools with low academic scores at Uganda Certificate of Education (UCE) have doubled in after Covid-19 lockdown period. This has been partly due to Covid-19 lockdown, and other academic factors. In other words, students' academic performance in secondary schools varies depending on several factors, including student academic outcome-push factor and pre-qualifying entry-push factors.

Lastly, the study showed that students' end of term score in this school is good, and this was disagreed by 40(53.3%) of the respondents; and academic teaching staff ensure that termly and other periodical exams are properly conducted, and this was also accepted by 37(49.4%) of the respondents. One interviewee asserted that;

“...the academic performance of students in secondary schools in Jinja City has been deteriorating yearly especially in science subjects. The outcry on the low academic performance at ordinary level has persisted year in and year out. Teachers have a tendency of poorly or not marking, schemes of work, lesson plans, updated class notes and periodical examinations so as to help students do correction and understand the subject concepts clearly.....” (Deputy Head teacher from School B).

This implies that, the secondary schools' situation in Jinja City have been characterized by public outcry over the dismal students' academic performance over the years; as reflected by the Uganda National Examinations Board (UNEB) since 2021 to date. Meanwhile, approximately 15percent of students have been proficient in biology, 43percent in English as well as 47percent of students in mathematics among secondary schools in Jinja City. Most students in the city have failed to meet their academic goals and expectations.

4.4.2 Parents' Involvement in Participatory Decision Making and Students' Academic Performance

Objective one sought to establish the influence of parents' involvement in participatory decision making on students' academic performance in selected secondary schools in Jinja City. The structure was measured using different study variables and five-point Likert scale whose results are shown in Table 4.4.

Table 4.4: Parents' involvement in participatory decision making and students' academic performance in selected secondary schools

Statement	Response	Extent of (dis)agreement		Mean	Std. Devt
		(f)	(%)		
Parents' involvement in participatory decision-making helps them to effectively plan for adequate instructional materials	Strongly Agree	34	45.4	4.25	0.877
	Agree	38	50.6		
	Neutral	3	4		
	Disagree	0	0.0		
	Strongly Disagree	0	0.0		
	Total	75	100%		
Parents' involvement in participatory decision-making helps them to building more classrooms for an increased enrolment of students	Strongly Agree	32	42.7	4.33	0.805
	Agree	37	49.3		
	Neutral	4	5.3		
	Disagree	2	2.7		
	Strongly Disagree	0	0.0		
	Total	75	100%		
Improving on school environment can be attained through parents' involvement in participatory decision-making	Strongly Agree	30	40	4.36	0.745
	Agree	35	46.7		
	Neutral	3	4		
	Disagree	7	9.3		
	Strongly Disagree	0	0.0		
	Total	75	100%		

	Total	75	100%		
Enhancing students' academic concentration can be attained through parents' involvement in participatory decision-making	Strongly Agree	27	36	3.91	0.985
	Agree	34	45.3		
	Neutral	6	8		
	Disagree	8	10.7		
	Strongly Disagree	0	0.0		
	Total	75	100%		
Parents' involvement in decision making enhance planning for curriculum activities	Strongly Agree	25	33.3	4.38	0.857
	Agree	35	46.7		
	Neutral	7	9.3		
	Disagree	6	8		
	Strongly Disagree	2	2.7		
	Total	75	100%		
Parents' involvement in decision making ensures that the schools get sufficient funds to effectively and efficiently run-in order to achieve its objective of academic excellence.	Strongly Agree	26	34.7	4.09	0.835
	Agree	33	44		
	Neutral	3	4		
	Disagree	9	12		
	Strongly Disagree	4	5.3		
	Total	75	100%		
Parents' involvement in decision making organize the day by prioritizing	Strongly Agree	25	33.3	4.0.7	0.747
	Agree	31	41.3		
	Neutral	4	5.3		
	Disagree	10	13.4		
	Strongly Disagree	5	6.7		
	Total	75	100.0		
Parents' involvement in decision making ensure major policies exist to ensure that the school is smoothly run	Strongly Agree	23	30.7	3.86	0.796
	Agree	31	41.3		
	Neutral	7	9.3		
	Disagree	9	12		

	Strongly Disagree	5	6.7		
	Total	75	100.0		

Source: *Primary data (2024)*

Table 4.4 represents the descriptive statistics on the influence of parents' involvement in participatory decision making on students' academic performance in selected secondary schools in Jinja City. The results show that 72(96%) of the respondents accepted to the statements that parents' involvement in participatory decision-making helps them to effectively plan for adequate instructional materials (Mean=4.25); followed by 69(92%) of the respondents who accepted that parents' involvement in participatory decision-making helps them to building more classrooms for an increased enrolment of students (Mean=4.33); the, respondents equivalent to 65(86.7%) accepted that improving on school environment can be attained through parents' involvement in participatory decision-making; and, lastly, 61(81.3%) of the respondents showed that enhancing students' academic concentration can be attained through parents' involvement in participatory decision-making (Mean=3.91).

The first objective was also set to establish the influence of parents' involvement in participatory decision making on students' academic performance in selected secondary schools in Jinja City. Interview schedules were used to solicit information from the head teachers, deputy head-teachers, District Inspectors of School, and Director of Studies. Respondents were involved in answering interviews.

However, when they were asked: What is the influence of parents' involvement in participatory decision making on students' academic performance in selected secondary schools in Jinja City?

In interviews, it was showed that parents' involvement in participatory decision-making helps them to effectively plan for adequate instructional materials; if fact one of the interviewees asserted that;

“.....children always demand for the relevant and up-to-date instructional materials from their parents. These materials in most cases, they are expensive to afford and limited in number. But with parents’ involvement in participatory decision-making in a school, those schools have been advised to purchase such instructional materials. The budget for the procurement of such instructional materials been encouraged and put in place by the parents to enable the school leaders purchase such recommended instructional materials to achieve effectively teaching-learning process....” (Deputy Head teachers in charge of academics from School A)

This implies that when parents become part of school governance committees or PTAs, they effectively participate in school decision making activities including planning for acquisition of enough instructional materials. Parents advocate and lobby for the purchasing of enough, relevant or up-to-date instructional materials to cover all learners, and this eventually enhance on the effectiveness of teaching-learning process.

In addition, the study findings showed that parents’ involvement in participatory decision-making helps them to building more classrooms for an increased enrolment of students. Another interviewee asserted that:

“...parents contributes to the mobilization of resources for the construction, expansion and renovation of classrooms so as to accommodate the increased enrolled children. With massive enrolment of students, parents always take an initiative of mobilizing finances to construct new classrooms, and renovate the old buildings, thus creating more space for the students to effectively participate in learning....” (Deputy Head teacher in charge of Administration and Discipline from School E)

This implies that parents have been involved in participatory decisions towards financing classroom construction and innovation. Most class buildings in developing countries, Uganda inclusive have been built up with the support of parents. They always mobilize resources to buy construction materials and pay for the labour. More classrooms have been constructed with an increase of students’

enrolment, which in several occasions motivate parents to mobilize fundraising as a form of resource mobilization to construct more classrooms.

The study also showed that improving on school environment can be attained through parents' involvement in participatory decision-making in secondary schools. One of the interviewees asserted that;

“.....parents' involvement in participatory decision making has enhanced the improvement of school environment. New classrooms been built, and old blocks been renovated. Library been stocked with textbook and science laboratory been equipped, as well as non-curriculum activities been promoted; all aiming at promoting students' academic concentration. In other words, a positive school atmosphere encourages learners' attendance, a factor that helps cure many school woes. It has also helped in reducing stress in learners and teachers, and boosting a more positive mindset in everyone involved....” (Director of Studies from School C)

This implies that teamwork among parents have boosted their participatory decision making towards having an effective plan for improving school environment. School climate is one of the key factors in learner achievement and retention of teachers. Encouraging more open discussion among parents, it helps them to effective plan school to have an engaged learning environment that increases focus and attention of students. Environmental education is particularly important today towards promoting critical thinking, problem-solving skills as well as communication.

Additionally, the study showed that enhancing students' academic concentration can be attained through parents' involvement in participatory decision-making. Another interviewed participant noted that;

“.....parents' involvements in school activities through attending academic meetings can easily help their children to strategize for the best learning/teaching practices for example, choice of electives and subject combinations which is for the benefit of their

students' academic outcomes. Parents always have one-to-one discussion with teachers on their children academic performance thus able to guide them on how to effectively devote more of their time into revision and academic concentration. Therefore, a parent-teacher conference is of important opportunity to share academic progress of their children and growth based on classroom observations, assessments, testing data, and assignments as well as portfolios....” (Head teacher from School B)

This implies that having regular parent-teacher meetings are a routine part of the school's yearly calendar. It plays a huge role in shaping educational journey and future academic success of their learners. Parents well understand their children's strength, weaknesses, habits, challenges they experiences as well as skills like no other, whereas, classroom teachers always act as children's second parents and observe them for hours on daily basis in the class. So, when these two (parents and teachers) develop a strong bridge or interaction to help the child excel, it can effectively create wonders. Thus, having such meeting is a perfect day to brainstorm and discuss the child's academic progress, the viable strategies towards helping them, as well as exchange thoughts and insights about the child's academic progress.

It was also showed that parents' involvement in decision making enhance planning for curriculum activities; in fact, one of the interviewees explained that;

“....effective parents decisions make it proper to achieve proper plans for curriculum activities. An effective curriculum is a critical and vital support that guides classroom teachers in making proper preparation of lessons and points to quality resources to help students learn. Planning for high quality curriculum leads to retention of class teachers, also, as it provides significant support to daily classroom instruction, as well as reducing the amount of time spent lesson planning....” (District Inspector of Schools, 2024).

This implies that parents who get involved in decision making have enhanced planning for education curriculum activities. A well planned and effective curriculum is vital in the teaching and learning

process. It facilitates the transfer of theoretical knowledge and skills to real-life application. When curriculum is properly applied to the instruction, these elements give a solid framework for establishing, assessing and implementing an effective curriculum.

The study further noted that parents' involvement in decision making ensures that the schools get sufficient funds to effectively and efficiently run in order to achieve its objective of academic excellence. One of the interviewed participants had this to say;

“...parents gets involved in making proper and fair decision towards enhancing effective running of the school. They try their best in planning and mobilizing enough resources to effectively run the school planned activities....” (Deputy Head teacher from School E)

This implies that parents try their best to mobilize resources for the school daily activities. A parent is one who forecasts, plan budgets and executes the budget according to specified estimates that funds are effectively and efficiently used to achieve the desired objectives of the school. In this context, the role of school financial management practices is considered to be significant as the educational outcomes are greatly influenced by the parents' involvement.

Lastly, the study showed that parents' involvement in decision making ensure major policies exist to ensure that the school is smoothly run. Learners whose parents stay involved in school have better attendance, commitment and behavior. Such students get better grades, demonstrate better social skills and adapt better to school. Parents' involvement also more securely sets these learners up to develop a lifelong love of learning.

4.4.3 Parents Attending School Functions/PTA Meetings and Students' Academic Performance

Objective two sought to ascertain the influence of parents attending school functions/PTA meetings on students' academic performance in selected secondary schools in Jinja City. The structure was

also measured using different study variables and five-point Likert scale whose results are indicated in Table 4.5.

Table 4.5: Parents Attending School Functions/PTA Meetings and Students' Academic Performance in Selected Secondary Schools

Statement	Extent of dis(agreement)			Mean	Std. Devt
	Responses	(f)	(%)		
PTA members always budget for the required instructional materials	Strongly Agree	0	0.0	4.29	0.648
	Agree	4	5.3		
	Neutral	0	0.0		
	Disagree	44	58.7		
	Strongly Disagree	27	36		
	Total	75	100%		
Parents always attend and participate in school academic meetings	Strongly Agree	0	0.0	4.21	0.871
	Agree	7	9.3		
	Neutral	2	2.7		
	Disagree	41	54.7		
	Strongly Disagree	25	33.3		
	Total	75	100%		
Parents always practically fundraise for acquiring instructional materials	Strongly Agree	0	0.0	4.59	0.840
	Agree	8	10.6		
	Neutral	6	8		
	Disagree	38	50.7		
	Strongly Disagree	23	30.7		
	Total	75	100%		
PTA members always plan for the expansion and renovation of classrooms	Strongly Agree	0	0.0	4.17	0.783
	Agree	13	17.3		
	Neutral	5	6.7		
	Disagree	36	48		

	Strongly Disagree	21	28		
	Total	75	100%		
I always observe parents sharing their views and ideas towards achievement of better academic results	Strongly Agree	2	2.7	4.70	0.574
	Agree	16	21.3		
	Neutral	3	4		
	Disagree	34	45.3		
	Strongly Disagree	20	26.7		
	Total	75	100%		
School board provides strategic guidance for the school and oversee and review school's management effectively	Strongly Agree	5	6.7	4.51	0.605
	Agree	14	18.7		
	Neutral	7	9.3		
	Disagree	31	41.3		
	Strongly Disagree	18	24		
	Total	75	100%		
PTA supervise ensure efficiency and effectiveness in service delivery so that teaching and learning	Strongly Agree	6	8	3.87	0.972
	Agree	14	18.7		
	Neutral	9	12		
	Disagree	29	38.7		
	Strongly Disagree	17	22.6		
	Total	75	100%		
PTAs encourage participatory academic decision making to be implemented	Strongly Agree	7	9.3	3.65	0.881
	Agree	15	20		
	Neutral	11	14.7		
	Disagree	27	36		
	Strongly Disagree	15	20		
	Total	75	100%		

Source: Primary data (2024)

Table 4.5 represents the descriptive statistics on the influence of parents attending school functions/PTA meetings on students' academic performance in selected secondary schools in Jinja City. The results show that 71(94.7%) of the respondents disagreed to the statements that PTA members always budget for the required instructional materials (Mean=4.29); parents always attend and participate in school academic meetings, and this was disagreed by 66(88%) of the respondents (Mean=4.21); parents always practically fundraise for acquiring instructional materials, and this was disagreed by 61(81.4%) of the respondents (Mean=4.59); and lastly, PTA members always plan for the expansion and renovation of classrooms, and this was disagreed by 57(76%) of the respondents (Mean=4.17).

The second objective was also set to ascertain the influence of parents attending school functions/PTA meetings on students' academic performance in selected secondary schools in Jinja City. Interview schedules were used to solicit information from the head teachers, deputy head-teachers, District Inspectors of School, and Director of Studies. Participants were involved in answering oral interviews.

However, when they were asked: What is the influence of parents attending school functions/PTA meetings on students' academic performance in selected secondary schools in Jinja City?

In interviews, it was showed that PTA members always budget for the required instructional materials; in fact, one of the interviewees explained that;

“.....members of PTA always try budgeting for the required and necessary instructional materials. The provision of instructional materials in schools is significant for teaching/learning process. Members of PTA always try mobilizing resources for the acquisition of adequate instructional materials in their schools, and this has been done through either having fundraising and encouraging fellow parents and well-wishers to

mobilize certain amount of money to cater for the increasing school demand for instructional materials.....” (Head teacher from School D)

This implies that provision of adequate and appropriate learning materials leads to effective teaching-learning process, and this require PTA members’ involvement in mobilizing adequate resources to acquire enough learning materials. The involvement of parents’ bodies in resource mobilization is valuable for school to struggle towards provision of adequate instructional materials that can cover all students in a class.

It was showed that parents always attend and participate in school academic meetings in secondary schools; in fact, one of the interviewees asserted that;

“....a parent-teacher meeting or conference is a great opportunity towards sharing academic progress of their children, basing on the classroom observations, assignments and assessment portfolios. Teachers tend to learn and get more information from parents and get better informed about students, needs, strength, behaviours and learning styles. Such conferences help to monitor and enhance their children’s academic progress....”
(Deputy Head teacher from School A)

This implies that PTA meeting offer a platform for classroom teachers to provide detailed feedback on the students’ academic outcomes, and areas that require addition attention. The involvement of parents and guardians also more securely sets these learners up towards developing a lifelong love of learning. Leaners whose guardians and parents stay involved in school activities have better attendance/regularity and other behavior, get higher grades, and adapt better to school as well as demonstrate better social skills.

Plate 1: PTA meeting in School B



Picture taken by the researcher during a PTA meeting in School B

The chairperson PTA and the treasurer of the PTA form part of the BOG committee that governs the school. The BOG members are responsible for appraising the teaching staff. When teachers are aware that, parents' representative are to appraise them, it encourages them to work hard and support learners academically and this in turn yields better grades.

It was however showed that parents always practically fundraise for acquiring instructional materials in secondary schools; in fact one of the interviewee asserted that;

“.....parents always get involved in school fundraising to raise resources to support educational enrichment programs by schools. Through school fund raising, the schools are able to raise enough resources to purchase the required instructional materials for teachers and students use.....” (District Inspector of Schools, 2024)

This implies that that to mitigate the challenges of inadequate instructional materials, many secondary schools and PTA members have shifted their focus to prioritizing fundraising activities that may include the whole student and parents' body. To have adequate instructional materials in school, it is vital for parents to participate in the process of fundraising which is necessary to make such instructional materials available.

The study also noted that PTA members always plan for the expansion and renovation of classrooms in secondary schools. One of the respondents in interviews noted that;

“.....PTAs members always plan for the renovation of broken, damaged and outdated classroom structures. Parents' body through resource mobilization offer classroom renovation to provide a safe and welcoming environment for the children. Improving school physical and safety conditions, enhancing the educational environment, increasing accessibility of facilities for disability access, as well as providing updated technological infrastructure can be attained with PTA members proper planning in schools. Most importantly, expansion and renovation of classrooms offers new possibilities to make them more inclusive spaces for all school going children.....” (Head teacher from School E)

This means that PTA members planning for classroom renovation allows for future expansion of the school teaching environment. Thus, well-structured and planned renovation work can also be undertaken while the school remains open, too. Renovation implies that PTA members plan for the purchase of new furniture and equipment to provide learners with an environment that's suitable for learning, academic concentration and delivering exceptional educational benefits.

In the study, it was revealed that school boards provide strategic guidance for the school and oversee and review school's management effectively. One of the interviewed participants noted that;

“.....PTA members work with the school managers and other leadership team to drive the strategic development of the school, and raise standards of achievement. Several duties done by PTA members include setting the school's aims, vision, goals and

objectives, approving the budget of the school as well as appointing the school leaders. It is actually responsible for the day today running and operations of the school....”

(Deputy Head teacher from School E)

This implies that PTA members is involved in the strategic planning of the school to help school leaders towards identifying the key competences that learners need to develop and designing a curriculum that fosters those competences. By aligning curriculum with strategic goals, secondary schools can ensure that their education activities are relevant and effective.

Lastly, the study noted that PTAs encourage participatory academic decision making to be implemented. One of the interviewees asserted that;

“.....Parents/Teachers Association members supervise ensure efficiency and effectiveness in service delivery so that teaching and learning. These parents are observed in sharing their views and ideas towards achievement of better academic results.....” (Head teacher from School B)

Therefore, this implies that PTAs take a greater role in the overall success of the school when they commit to being active participants in the decision-making process. Moreover, members of PTA have more to offer, including working with school to ensure that children succeed.

Plate 11: Parents Attending School Functions/PTA Meetings in School C



The chairperson PTA and Executive members of the PTA talking to students on how to enhance academic performance. (Picture taken by the researcher in one of the selected schools in Jinja City)

Upon the visit to one of the schools by our researcher, he noted that some parents were attending a meeting invited by the head teacher for students who had performed poorly. The parents all agreed to give some extra money that will enable their students to have remedial classes and also have subject clinics where they can be helped. This participation of the parent is vital for the good performance of the learners.

4.4.4 Parents Providing Home Based Support for Learning and Students' Academic Performance

Objective three sought to establish the influence of parents providing home based support for learning on students' academic performance in selected secondary schools in Jinja City. Different study variables were therefore used and guided by the five-point Likert scale whose results are shown in Table 4.6.

Table 4.6: Parents Providing Home Based Support for Learning and Students' Academic Performance in Selected Secondary Schools

Statement	Extent of dis(agreement)			Mean	Std. Devt
	Responses	(f)	(%)		
In our school, having home library enhance students' self-revision	Strongly Agree	27	36	4.37	0.6382
	Agree	43	57.3		
	Neutral	0	0.0		
	Disagree	5	6.7		
	Strongly Disagree	0	0.0		
	Total	75	100%		
In our school, there is high students' academic outcome from families with home library	Strongly Agree	25	33.3	4.10	0.842
	Agree	30	53.4		
	Neutral	3	4		
	Disagree	7	9.3		
	Strongly Disagree	0	0.0		
	Total	75	100%		
In our school, there is better students' academic outcome for students from families with better lights that encourage proper revision	Strongly Agree	23	30.7	4.28	0.764
	Agree	37	49.3		
	Neutral	1	1.3		
	Disagree	10	13.4		
	Strongly Disagree	4	5.3		

	Total	75	100%		
In our school, students from homes with conducive environment boost their commitment to academic concentration	Strongly Agree	21	28	4.67	0.785
	Agree	25	33.3		
	Neutral	7	9.3		
	Disagree	17	22.7		
	Strongly Disagree	5	6.7		
	Total	75	100%		
In our school, students perform perfectly when their parents give them adequate home library	Strongly Agree	19	25.3	4.63	0.574
	Agree	23	30.7		
	Neutral	6	8		
	Disagree	16	21.3		
	Strongly Disagree	11	14.7		
	Total	75	100%		
In our school, parents always help their children in doing home work	Strongly Agree	17	22.7	4.53	0.635
	Agree	21	28		
	Neutral	9	12		
	Disagree	18	24		
	Strongly Disagree	10	13.3		
	Total	75	100%		
In our school, students perform highly when their parents provide for the welfare and discipline measures	Strongly Agree	15	20	3.78	0.937
	Agree	19	25.3		
	Neutral	8	10.7		
	Disagree	20	26.7		
	Strongly Disagree	13	17.3		
	Total	75	100%		
In our school, students excel well academically when having proper meals from home	Strongly Agree	13	17.3	3.87	0.89
	Agree	17	22.7		
	Neutral	11	14.7		
	Disagree	21	28		

	Strongly Disagree	13	17.3		
	Total	75	100%		

Source: *Primary data (2024)*

Table 4.6 represents the descriptive statistics on the influence of parents providing home based support for learning on students' academic performance in selected secondary schools in Jinja City. The results show that 70(93.3%) of the respondents accepted to the statements that having home library enhance students' self-revision (Mean= 4.37); there is high students' academic outcome from families with home library, and this was accepted by 65(86.7%) of the respondents (Mean=4.10); there is better students' academic outcome for students from families with better lights that encourage proper revision, and this was accepted by 60(80%) of the respondents (Mean=4.28); and lastly, students from homes with conducive environment boost their commitment to academic concentration, and this was accepted by 46(61.3%) of the respondents (Mean=4.67).

The third objective was also set to establish the influence of parents providing home based support for learning on students' academic performance in selected secondary schools in Jinja City. Interview schedules were used to solicit information from the head teachers, deputy head-teachers, District Inspectors of School, and Director of Studies. Participants were involved in answering oral interviews.

However, when they were asked: What is the influence of parents providing home based support for learning and students' academic performance in selected secondary schools in Jinja City?

In the study, it was accepted that having home library enhances students' self-revision; as one interviewee explained that;

“.....parents need to provide home library for the children to have ample time for conducting self-revision. Home library increases children’s academic success, and academic concentration. Parents providing conducive environment for home library tend to provide a well curated collection which can serve as a personal reference library, and a bank of knowledge about subjects an individual need to reference often. This is because in our school we have students who study from home (Day scholars).” (Deputy Head teacher from School A)

This implies that parents providing home library helps children do better. Having well equipped home library in the home is proven to positively benefit children in a myriad of ways. Such mere presence of home library boosts children’s attention and ability to concentrate on their academics. Regardless of size of the home library, it motivates children to devote more of their time to academic work.

The study showed that there is high students’ academic outcome from families with home library. One interviewee had this to say;

“.....the academic performance outcomes of the students from families with home library tend to be high. Such students spend a lot of the ample time conducting self-revision, as well as devoting more of their time to self-study, leading to academic concentration. This is very helpful to students of the new curriculum who are mandated to do research and make their own notes.....” (Deputy Head teacher from School C)

This implies that the academic performance outcomes of the students from families with home library tend to be high compared to their counterparts. Home library help school-going children to devote more of their time to academic work. Presence of equipped home library with adequate instructional materials help children to devote more of their time to academic concentration, including revision and conducting study research.

Additionally, it was also accepted that there is better students' academic outcome for students from families with better lights that encourage proper revision. One of the interviewees also noted that;

“.....homes with better lights encourage children to devote more of their time to self-revisions. Better lights encourage children to conduct self-study. They can easily concentrate on their academic work, and it does not affect their eyes. Better lights in well-furnished homes encourage children to devote more of their time to academic concentration. This is mostly a challenge to students who reside with their parents in a small rented house (“muzigo”)....” (District Inspector of Schools, 2024)

This implies that homes with better and brighter lights motivate children to devote more of their time to academic work. These children tend to spend a lot of their precious time to self-study while motivated by good lightening in the home library.

The study further showed that students from homes with conducive environment boost their commitment to academic concentration. One of the interviewees had these to say;

“.....a positive home learning environments is vital for learners to reach their full potential. It encourages students to take risks, explore and grow. There are several elements that come together towards creating an optimal learning space. Good conducive environment at home create an atmosphere where children can learn without disruption. Sometimes, we are challenged when some of our students do not turn up for school because they are engaged in the business of brewing alcohol where they stay.....” (Deputy Head teacher from School C)

This implies that creating a positive learning environment at home is essential and vital for learners to achieve full potential. This commonly includes providing a comfortable and quite space for studying time, as well as access to adequate materials such as computers, internet and textbooks. Children should feel safe and supported at all times. Conducive home environment helps to promote

critical thinking and problem-solving skills. Good home environment provides opportunities for parents in assessing learning and identify areas of strengths and weaknesses.

The study further showed that students perform perfectly when their parents give them adequate home library. One of the interviewees had these to say;

“...parents and guardians play a crucial role in setting up a positive learning environment at home. Parents have become supportive, encouraging learners to work, and providing the required necessary resources needed by their children...” (Head teacher from School B)

This implies that parents should provide learning structure and reinforce positive behaviors. Parents should set aside a designated area where learners can study without distraction. Homes with adequate library help learners to reach their maximum potential, with better physical space for comfortable and quite to encourage academic concentration among children.

The study revealed that parents always help their children in doing home-work. One of the interviewees had these to say;

“...parents helps their children to develop a sense of responsibility, pride in a job well done and a work ethic that may benefit them well beyond the classroom. Parents and guardians can also give their children a lot of homework help, primarily by making homework a priority as well as helping them to develop good study habits.....” (Deputy head-teacher from School A)

This implies that by helping with homework, parents and guardians can model effective study habits, cultivating attitudes towards learning, and reinforcing materials covered during the school day. Parents help their children to do home work together, which create intimacy and builds trust among parents and their children.

The study showed that students perform highly when their parents provide for the welfare and discipline measures. In practicing positive discipline, schools must take disciplinary action where a student has transgressed. One of the interviewees had these to say;

“...parents’ involvement has a significant consequence on the quality of the students’ teaching and learning experience. Parents take responsibility for the physical education of the children, developing the child’s character, dealing with spiritual matters and ensuring the child’s intellectual and cultural development. All these aspects of behavior have a positive impact on their performance in class which results in a high academic performance rates.....” (Head teacher from School A)

This implies that parents’ involvement benefits schools by addressing issues and concerns such as the behavior of children. The existence positive parenting helps children do better in school, have fewer behavior challenges, and stronger mental health outcomes. Parents have disciplinary measures allow their children to develop self-discipline, and helping them to become emotionally and socially mature towards academic concentration.

Lastly, the study showed that students excel well academically when having proper meals from home.

The interviewed high-profile participant also noted that;

“.....a nutritious meal gives learners the fuel their bodies need to grow and learn. It also helps students to maintain a healthy weight, which can boost self-esteem and confidence. This makes students to feel good about themselves and they are more likely towards taking pride in their work and perform at their best. A balanced diet is vital for the children mental and physical development. Children need good nutrition in order to learn and perform well in school. This is vital for students both in boarding school and days....” (Deputy Head teacher from School D)

This implies that student’s having healthy meals is critical for students’ success. A healthy meal is incredibly significant for learners’ physical health. It helps students to grow and develop properly. It

helps to improve academic concentration and focus, which is essential for academic success. By providing healthy meals, students can thrive academically, physically and emotionally.

4.4.5 Parents Provide Career Guidance and Students' Academic Performance

Objective four sought to analyze the influence of parents provide career guidance and students' academic performance in selected secondary schools in Jinja City. Different study variables were therefore used and guided by the five-point Likert scale whose results are shown in Table 4.7.

Table 4.7: Parents Provide Career Guidance and Students' Academic Performance

Statement	Extent of dis(agreement)			Mean	Std. Devt
	Responses	(f)	(%)		
Students who get career guidance boosts self esteem	Strongly Agree	25	33.3	4.36	0.756
	Agree	47	62.7		
	Neutral	0	0.0		
	Disagree	3	4.0		
	Strongly Disagree	0	0.0		
	Total	75	100%		
Students who get career guidance increases their chances for academic success boosts self esteem	Strongly Agree	23	30.7	4.31	0.831
	Agree	45	60		
	Neutral	5	6.7		
	Disagree	2	2.6		
	Strongly Disagree	0	0.0		
	Total	75	100%		
Career guidance helps students to make a right informed career choices	Strongly Agree	21	28	4.18	0.753
	Agree	43	57.4		
	Neutral	2	2.6		
	Disagree	8	10.7		
	Strongly Disagree	1	1.3		
	Total	75	100%		

Career guidance s individuals with accurate and up-to-date information about different career options, educational requirements	Strongly Agree	19	25.3	4.37	0.781
	Agree	41	54.7		
	Neutral	3	4		
	Disagree	10	13.3		
	Strongly Disagree	2	2.7		
	Total	75	100		
Students who get career guidance boosts their critical thinking skills	Strongly Agree	17	22.7	4.7.3	0.584
	Agree	39	52		
	Neutral	6	8.0		
	Disagree	9	12		
	Strongly Disagree	4	5.3		
	Total	75	100		
Students spend more of their time concentrating on academic work with help of career guidance	Strongly Agree	15	20	4.73	0.637
	Agree	37	49.3		
	Neutral	5	6.7		
	Disagree	13	17.3		
	Strongly Disagree	5	6.7		
	Total	75	100		
Students gain confidence in their academic work with career guidance	Strongly Agree	13	17.3	3.78	0.953
	Agree	38	50.7		
	Neutral	4	5.3		
	Disagree	11	14.7		
	Strongly Disagree	9	12		
	Total	75	100		
	Strongly Agree	11	14.7	3.31	0.983
	Agree	35	46.7		
	Neutral	6	8		
	Disagree	13	17.3		
	Strongly Disagree	10	13.3		
	Total	75	100		

There is adherence to teachers' work standards and commitment to duties with career guidance	Total	75	100		
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Source: *Primary data (2024)*

Table 4.7 represents the descriptive statistics on the influence of career guidance on students' academic performance in selected secondary schools in Jinja City. The results show that 72(96%) of the respondents accepted to the statements that the students who get career guidance boosts self-esteem (Mean= 4.36); students who get career guidance increases their chances for academic success boosts self-esteem, and this was accepted by 68(90.7%) of the respondents (Mean=4.31); career guidance helps students to make a right informed career choices, and this was accepted by 63(85.4%) of the respondents (Mean=4.18); and lastly, career guidance s individuals with accurate and up-to-date information about different career options, educational requirements, and this was accepted by 60(80%) of the respondents (Mean=4.37).

The fourth objective was also set to establish the influence of parents providing career guidance on students' academic performance in selected secondary schools in Jinja City. Interview schedules were used to solicit information from the head teachers, deputy head-teachers, District Inspectors of School, and Director of Studies. Participants were involved in answering oral interviews.

However, when they were asked: What is the influence of parents providing career guidance on students' academic performance in selected secondary schools in Jinja City?

In the study, it was accepted that the students who get career guidance are motivated and encouraged and this boosts self-esteem; as one interviewee explained that;

“.....career guidance is a process which can help learners to easily identify their strengths and interests towards choosing a career that aligns with their personal goals and aspirations. Students who get career guidance increase their chances for academic success boosts self-esteem. Career guidance involves several activities such as counseling assessments and guidance to learners to explore various career paths and making informed decisions....” (Head teacher from School C)

This implies that career guidance provided by some selected parents teachers, mentors and professional counselors to boost students' self-esteem and making an informed decision. Career guidance helps students to explore their options and identify potential career paths that align with their skills and interests. This help student towards making informed decisions and avoid making hasty or uninformed choices.

Plate III: Students from of the School C on Job Shadow at Masese Water Treatment Plant



Students from of the selected school on Job Shadow at Masese Water Treatment Plant. *(Photo taken by the researcher in one of the selected schools in Jinja City)*

One of the schools that the researcher visited in Jinja City, the researcher discovered that, it had a unique program called “Job Shadow” which is conducted by the career office. Students are taken to places of profession of their choices for the whole day so that, they can make better informed choices.

Additionally, it was however accepted that the career guidance helps students to make a right informed career choice. One of the interviewees also noted that;

“.....career guidance helps learners to set realistic goals which are based on their skills, interests and aspirations. It improves learners’ decision-making skills by helping them to weigh the pros and cons of different career paths and making informed decisions.....”
(District Inspector of Schools, 2024)

This implies that through assessments and counseling, learners can better understand their talents and skills, which can help them feel more confident and self-assured. This can also help them to overcome any self-doubt as well as gloomy self-talk that may be holding learners back from pursuing their dreams. By working with professional teachers, learners can learn how to assess their options, evaluating risks, and making decisions based on their personal values and priorities. This can further help them to make better decisions in their careers.

It is noted that career guidance helps individuals with accurate and up-to-date information about different career options, educational requirements. An interviewee noted that;

“....career guidance provides learners with a roadmap to follow and a plan to achieve their goals. It helps students to feel more in control of their future and reduce anxiety or uncertainty about their career choices. It provides ongoing guidance and students to learners as they navigate their careers.....” (Head Teacher from School E)

This implies that career guidance enhances learners’ employability by assisting them towards developing the skills, competences and qualifications required for their chosen careers. For instance, by working with professional teacher, learners can develop and learn about the latest trends in skills and qualify for the job market. This can also help learners to stand out from other prospects and increase their chances of finding a job that could aligns with their aspirations and goals.

From the study findings, it was revealed that students who get career guidance boosts their critical thinking skills. An interviewee asserted that;

‘.....career guidance teachers provide learners with advice, feedback and support as they face new obstacles and opportunities. This eventually helps them stay motivated and focused on their targets, goals and avoid any setbacks or roadblocks. It helps learners to make informed decisions about their future careers as well as exploring their options....’

(Deputy Head teacher from School A)

This implies that career guidance boost learners critical thinking, by improving their decision-making skills, providing ongoing support and guidance. By working with career teachers in a school, learners can better understand themselves and their potential as well as making informed decisions about their future.

CHAPTER FIVE

DISCUSSIONS AND INTERPRETATION OF FINDINGS

5.0 Introduction

The study established the influence of parents' involvement in school activities on students' academic performance in selected secondary schools in Jinja City. This chapter presents the discussions and interpretations of findings of the study and these are presented according to the findings in chapter four.

5.1 Discussion of Findings

The findings are discussed according to the research objectives and details are presented in chapter four in thematic manner as follows:

5.1.1 Parents' Involvement in Participatory Decision Making and Students' Academic Performance

The above study theme of establishing the influence of parents' involvement in participatory decision making on students' academic performance in selected secondary schools in Jinja City; and these ranges from:

Study finding showed that parents' involvement in participatory decision making has an influence on students' academic performance in selected secondary schools. Therefore, this implies that where there is parents' involvement in participatory decision making, it helps students to effectively plan for adequate instructional materials, building more classrooms for an increased enrolment of students, improves on school environment and enhance students' academic concentration. This concurs with Kan and Klasen (2020) who argued that there is a significant intergenerational link between schooling and parental support to school going children. Parents' involvement in participatory decision-making helps them to effectively plan

for adequate instructional materials, building more classrooms for an increased enrolment of students, as well as improving on school environment, enhancing students' academic concentration. Mesfin *et al.*, (2022) stresses that parents/families play a great role and determine to a greater extent the student's ability to continue with his/her academics even in times when his /her peers are trying to divert him/her. In general, the overall success of children depends on the support their parents give them including school decisions, participatory planning, as well as guidance and counseling.

The study also noted that students' academic performance is explained by changes in parents' involvement in participatory decision making. This implies that any changes in parents' involvement in participatory decision making would lead to 24.5% change in the academic performance of students. This concurs with Ajira *et al.*, (2017) who argued that the parents' level of education matters a lot in this case because all educated individual knows the power in sparing time to be with their children especially on matters related to academic progress. While, Namukoma (2022), noted that parents' involvement in decision making and school governance, for instance, helps them understand teachers and other parents' motivations, abilities and attitudes. It gives parents a greater opportunity to serve as resources for their school going children, often increasing their confidence and skills.

The study noted that parents' involvement in participatory decision-making helps them to effectively plan for adequate instructional materials. This concurs with Tangalin and Maricel (2020) who argued that when parents become part of school governance committees or PTAs, they effectively participate in school decision making activities including planning for acquisition of enough instructional materials. On the other hand, Twaweza (2019) asserts that parents advocate and lobby for the purchasing of enough, relevant or up-to-date instructional

materials to cover all learners, and this eventually enhance on the effectiveness of teaching-learning process. This implies that children always demand for the relevant and up-to-date instructional materials from their parents. These materials in most cases, they are expensive to afford and limited in number. But with parents' involvement in participatory decision-making in a school, those schools have been advised to purchase such instructional materials. The budget for the procurement of such instructional materials been encouraged and put in place by the parents to enable the school leadership purchase such recommended instructional materials to achieve effectively teaching-learning process.

The study findings noted that parents' involvement in participatory decision-making helps them to building more classrooms for an increased enrolment of students. This concurs with Nyenje and Nkata (2016) who argued that parents have been involved in participatory decisions towards financing classroom construction and innovation. Most class buildings in developing countries, Uganda inclusive have been built up with the support of parents. They always mobilize resources to buy construction materials and pay for the labour this is common especially in community schools. More classrooms have been constructed with an increase of students' enrolment, which in several occasions motivate parents to mobilize fundraising as a form of resource mobilization to construct more classrooms as ascertained by Namukoma (2022). This implies that parents contribute to the mobilization of resources for the construction, expansion and renovation of classrooms so as to accommodate the increased enrolled children. With massive enrolment of students, parents always take an initiative of mobilizing finances to construct new classrooms, and renovate the old buildings, thus creating more space for the students to effectively participate in learning.

The study also noted that improving on school environment can be attained through parents' involvement in participatory decision-making. This is in agreement with Nalukwago (2018) who argued that teamwork among parents have boosted their participatory decision making towards having an effective plan for improving school environment. For example, in one of the schools that the researchers visited, it was discovered that, in there was a street preacher near the school who would make noise for the students the whole night. When the parents were involved by the head teacher, the parents sought assistance from the Resident District Commissioner and that problem was solved. School climate is one of the key factors in learner achievement and retention of teachers. While, Twaweza (2019) noted that encouraging more open discussion among parents, it helps them to effective plan school to have an engaged learning environment that increase focus and attention of students. Environmental education is particularly important today towards promoting critical thinking, problem-solving skills as well as communication as ascertained by Tangalin and Maricel (2020). This implies that parents' involvement in participatory decision making has enhanced the improvement of school environment. New classrooms been built, and old blocks been renovated. Library been stocked and science laboratory been equipped, as well as non-curriculum activities been promoted, aiming at promoting students' academic concentration.

Additionally, the study noted that enhancing students' academic concentration can be attained through parents' involvement in participatory decision-making. This concurs with Adeyinka., Ayeni & Popoola (2017) who argued that having regular parent-teacher meetings are a routine part of the school's yearly calendar. It plays a huge role in shaping educational journey and future academic success of their learners. On the other hand, Simweleba and Serpell (2020) argued that parents well understand their children's habits, challenges they experiences as well as skills like

no other, whereas, classroom teachers always act as children's second parents and observe them for hours on daily basis in the class. So, when these two (parents and teachers) develop a strong bridge or interaction to help the child excel, it can effectively create wonders. Thus, having such meeting is a perfect day to brainstorm and discuss the child's academic progress, the viable strategies towards helping them, as well as exchange thoughts and insights about the child's academic progress. This implies that parent involvements in school activities through attending academic meetings can easily help their children to strategize for the best learning/teaching practices for the benefit of their students' academic outcomes. Parents always have one-to-one discussion with teachers on their children academic performance on days of checking on academic progress. Therefore, teachers are able to guide them on how to effectively devote more of their time into revision and academic concentration. Therefore, a parent-teacher conference is of important opportunity to share academic progress of their children and growth based on classroom observations, assessments, testing data, and assignments as well as portfolios.

It was also noted that parents' involvement in decision making enhance planning for curriculum activities. This concurs with Twaweza (2019) who argued that parents that get involved in decision making have enhanced planning for education curriculum activities. A well planned and effective curriculum is vital in the teaching and learning process. It facilitates the transfer of theoretical knowledge and skills to real-life application. When curriculum is properly applied to the instruction, these elements give a solid framework for establishing, assessing and implementing an effective curriculum as ascertained by Nalukwago (2018); and Kwarteng, Asiamah, Oppong, Nkansah, Issaka and Kweku (2022). This implies that effective parents' decisions make it proper to achieve proper plans for curriculum activities. An effective curriculum is a critical and vital support that guides classroom teachers in making proper

preparation of lessons and points to quality resources to help students learn. Planning for high quality curriculum leads to retention of class teachers, also, as it provides significant support to daily classroom instruction, as well as reducing the amount of time spent lesson planning.

The study further noted that parents' involvement in decision making ensures that the schools get sufficient funds to effectively and efficiently run-in order to achieve its objective of academic excellence. This concurs with Nalukwago (2018) who argued that parents try their best to mobilize resources for the school daily activities. Parents is one who forecasts, plan budgets and executes the budget according to specified estimates that funds are effectively and efficiently used to achieve the desired objectives of the school. In this context, the role of school financial management practices is considered to be significant as the educational outcomes are greatly influenced by the parents' involvement as ascertained by Simweleba and Serpell (2020). This implies that parents get involved in making proper and fair decision towards enhancing effective running of the school. They try their best in planning and mobilizing enough resources to effectively run the school planned activities.

5.1.2 Parents Attending School Functions/PTA Meetings and Students' Academic Performance

The influence of parents attending school functions/PTA meetings on students' academic performance in selected secondary schools in Jinja City were established; and these include:

The findings showed that parents attending school functions/PTA meetings has an influence on students' academic performance in selected secondary schools in Jinja City. One of the PTA meetings attended by the researcher, he noted that parents ask from the administration and staff the accountability concerning their students' performance. The accountability for better

performance goes hand in hand with the provision of the instructional materials by the parents. In addition, parents attend and participate in school academic meetings, and practically fundraise for acquiring instructional materials, and PTA members always plan for the expansion and renovation of classrooms. This concurs with Abenawe (2022) who stated that joining PTAs are another means which some schools have encouraged parents to be part and parcel of their children education outcomes. In these the parents are invited to support the school in practical ways such as fundraising for teaching equipment or helping to carryout building repairs and improvements. In one of the schools that the researcher visited he noted that parents participate in motivation of staff members after national examinations are released. Parents collect money and is given to members of staff in form of “handshake”. On the other hand, Berta, Chrishna and Wolf's (2022) observed that through PTA meetings, if parents are involved in their children’s education by volunteering in school, attending parent-teacher conferences or helping the children with their homework, the children are likely to have higher achievement at school.

The results also noted that predict that students’ academic performance is explained by changes in parents attending school functions/PTA meetings. This implies that any changes in parents attending school functions/PTA meetings would lead to change in students’ academic performance if all aspects in PTA meetings were squarely addressed. This concurs with Darko and Sika (2021) who points out that PTA is a formal establishment in the Nigerian and Kenyan schools to help communicate with families more effectively, enhancing fundraising efforts and quality for grants and awards to support the school programs. More so, Bhang., Yoon., Sung., Yoo., Sim., Lee., and Lee (2018) noted that the main role of the local PTA is to build strong working relationships among parents, guardians, teachers and schools, in support of learners,

and this can include organizing educational events like career guidance, and planning teacher appreciation activities, and much more.

The study noted that PTA members always budget for the required instructional materials. This concurs with Namukoma (2022) who argued that provision of adequate and appropriate learning materials leads to effective teaching-learning process, and this require PTA members' involvement in mobilizing adequate resources to acquire enough learning materials. The involvement of parents' bodies in resource mobilization is valuable for school to struggle towards provision of adequate instructional materials that can cover all students in a class as ascertained by Nyenje and Nkata (2016). This implies that members of PTA always try budgeting for the required and necessary instructional materials. The provision of instructional materials in schools is significant for teaching/learning process. Members of PTA always try mobilizing resources for the acquisition of adequate instructional materials in their schools, and this has been done through either having fundraising and encouraging fellow parents and well-wishers to mobilize certain amount of money to cater for the increasing school demand for instructional materials.

It was noted that parents always attend and participate in school academic meetings in secondary schools; and this concurs with Berta, Chrisnaa and Wolf (2022) who argued that PTA meeting offer a platform for classroom teachers to provide detailed feedback on the students' academic outcomes, and areas that require addition attention. The involvement of parents and guardians also more securely sets these learners up towards developing a lifelong love of learning. Besides, Ajira and Adele (2019) noted that leaners whose guardians and parents stay involved in school activities have better attendance/regularity and other behavior, get higher grades, and adapt better to school as well as demonstrate better social skills. This implies that a parent-teacher meeting

or conference is a great opportunity towards sharing academic progress of their children, basing on the classroom observations, assignments and assessment portfolios. Teachers tend to learn and get more information from parents to get better informed about students, needs, strength, behaviours and learning styles. Such conferences help to monitor and enhance their children's academic progress.

The study noted that parents always practically fundraise for acquiring instructional materials in secondary schools. This concurs with Cahit and Metin (2020) who argued that to mitigate the challenges of inadequate instructional materials, many secondary schools and PTA members have shifted their focus to prioritizing fundraising activities that may include the whole student and parents' body. To have adequate instructional materials in school, it is vital for parents to participate in the process of fundraising which is necessary to make such instructional materials available as ascertained by Jansson, Bukuluki and Hojer (2017). This implies that parents always get involved in school fundraising to raise resources to support educational enrichment programs by schools. Through school fund raising, the schools are able to raise enough resources to purchase the required instructional materials for teachers and students use.

The study also noted that PTA members always plan for the expansion and renovation of classrooms in secondary schools. This is in agreement with Bhang, Yoon, Sung, Yoo, Sim, Lee, & Lee (2018) who argued that PTA members planning for classroom renovation allows for future expansion of the school teaching environment. Thus, well-structured and planned renovation work can also be undertaken while the school remains open, too. More so, Garcia (2021) argued that renovation implies that PTA members plan for the purchase of new furniture and equipment to provide learners with an environment that's suitable for learning, academic concentration and delivering exceptional educational benefits. This implies that PTAs members always plan for the

renovation of broken, damaged and outdated classroom structures. Parents' body through resource mobilization offer classroom renovation to provide a safe and welcoming environment for the children. Improving school physical and safety conditions, enhancing the educational environment, increasing accessibility of facilities for disability access, as well as providing updated technological infrastructure can be attained with PTA members proper planning in schools. Most importantly, expansion and renovation of classrooms offers new possibilities to make them more inclusive spaces for all school going children.

In the study, it was noted that school boards provide strategic guidance for the school and oversee and review school's management effectively. This concurs with Jansson, Bukuluki and Hojer (2017) who argued that PTA members is involved in the strategic planning of the school to help school leaders towards identifying the key competences that learners need to develop and designing a curriculum that fosters those competences. By aligning curriculum with strategic goals, secondary schools can ensure that their education activities are relevant and effective as ascertained by Hungi (2021). This implies that PTA members work with the school administration and other leadership team to drive the strategic development of the school, and raise standards of achievement. Several duties done by PTA members include setting the school's aims, vision, goals and objectives, approving the budget of the school as well as appointing the school leaders. It is actually responsible for the day today running and operations of the school.

Lastly, the study noted that PTAs encourage participatory academic decision making to be implemented. This concurs with Ajira & Adele (2019) who argued that PTAs take a greater role in the overall success of the school when they commit to being active participants in the decision-making process. Moreover, members of PTA have more to offer, including working with school

to ensure that children succeed. This implies that PTA members supervise ensure efficiency and effectiveness in service delivery so that teaching and learning. These parents are observed in sharing their views and ideas towards achievement of better academic results.

5.1.3 Parents Providing Home Based Support for Learning and Students' Academic Performance

The influence of parents providing home based support for learning on students' academic performance in selected secondary schools in Jinja City were established; and these ranges from;

The study noted parents providing home based support for learning have an influence on students' academic performance in selected secondary schools in Jinja City. This implies that in parents providing home based support for learning, having home library enhance students' self-revision, there is high students' academic outcome from families with home libraries, and students from homes with conducive environment boost their commitment to academic concentration. This concurs with Mesfin *et al.*, (2022) who asserts that children whose parents are more engaged in their schools' activities and help them with their homework have bigger grades and score better on any academic tests. No matter their income or home background, students with involved parents and guardians are more likely to have higher grades and test scores. Those that attend to school activities regularly, have better social skills, showing improved behavior and adapting well to school. While, Garcia (2021) argued that the effect of parental involvement on student behavior has a more important effect on student behavioral outcomes than baseline estimates would indicate. If the parents do not monitor and shape the discipline of their children, then chances are high that even when that kind of child/student makes it in academics, they may easily fail to be accommodated in different places of work because of different vices or ill behavior.

From study, it is also noted that students' academic performance is influenced by parents providing home based support for learning. This implies that any changes in parents providing home based support for learning would lead to 31.3% chance change in students' academic performance in secondary schools in this area. This finding is in line with Otieno *et al.*, (2020) who recognized the critical roles that parental enthusiasm and a supportive parenting approach have in children's results. It is made very obvious that parent-child interactions are more successful at predicting academic outcomes than how much a child participates in school. While, Nadenge (2015) emphasized that parents have been involved in providing conducive home environment to encourage self-studying especially having home library with equipped relevant instructional materials, with proper lightening to encourage self-revision.

In the study, it was noted that having home library enhances students' research and self-revision. This concurs with Cahit and Metin (2020) who argued that parents providing home library helps children do better. Having well equipped home library in the home is proven to positively benefit children in a myriad of ways. Such mere presence of home library boosts children's attention and ability to concentrate on their academics. Regardless of size of the home library, it motivates children to devote more of their time to academic research as ascertained by Garcia (2021). This implies that parents need to provide home library for the children to have ample time for conducting self-revision and academic research. Home library increases children's academic success, and academic concentration. Parents providing conducive environment for home library tend to provide a well curated collection which can serve as a personal reference library, and a bank of knowledge about subjects an individual need to reference often.

The study noted that there is high students' academic outcome from families with home library. This concurs with Jansson, Bukuluki and Hojer (2017) who argued that the academic

performance outcomes of the students from families with home library tend to be high compared to their counterparts. More so, Hungi (2021) argued out that home library helps school-going children to devote more of their time to make their own notes in the new revised curriculum. Presence of equipped home library with adequate instructional materials help children to devote more of their time to academic concentration, including revision and conducting study research. This implies that the academic performance outcomes of the students from families with home library tend to be high. Such students spend a lot of the ample time conducting self-revision, as well as devoting more of their time to self-study, leading to academic concentration.

Additionally, it also noted that there is better students' academic outcome for students from families with better lights that encourage parent guided revision. This is in agreement with Kan and Klasen (2020) who argued that homes with better and brighter lights motivate children to devote more of their time to academic work. These children tend to spend a lot of their precious time to self-study while motivated by good lightening in the home library. While, Berta, Chrishnaa and Wolf (2022) noted that homes with better lights encourage children to devote more of their time to self-revisions. Better lights encourage children to conduct self-study. They can easily concentrate on their academic work, and it does not affect their eyes. Better lights in well-furnished homes encourage children to devote more of their time to academic concentration.

The study further noted that students from homes with conducive environment boost their commitment to doing project work during the holidays and at home for those who are day students. This concurs with Julie, Utley, Soo-Young, Hunkar and Gwen (2020) who argued that creating a positive learning environment at home is essential and vital for learners to reach their full potential. This commonly includes providing a comfortable and quite space for studying, as

well as access to adequate materials such as computers and textbooks. While, Kristof (2015) argued that children should feel safe and supported at all times. Conducive home environment helps to promote critical thinking and problem-solving skills. Good home environment provides opportunities for parents in assessing learning and identify areas of strengths and weaknesses. This implies that a positive home learning environments is vital for learners to reach their full potential. It encourages students to take risks, explore and grow. There are several elements that come together towards creating an optimal learning space. Good conducive environment at home creates an atmosphere where children can learn without disruption.

The study further noted that students perform perfectly when their parents give them adequate home library. This concurs with Jansson, Bukuluki and Hojer (2017) who argued that parents should provide learning structure and reinforce positive behaviors. Parents should set aside a designated area where learners can study without distraction. Besides, Hungi (2021) noted that homes with adequate library help learners to reach their maximum potential, with better physical space for comfortable and quite to encourage academic concentration among children. This implies that parents and guardians play a crucial role in setting up a positive learning environment at home. Parents have become supportive, encouraging learners to work, and providing the required necessary resources needed by their children.

The study noted that parents always help their children in doing home-work. This concurs with Darko and Sika (2021) who noted that by helping with homework, parents and guardians can model effectively study habits, cultivating attitudes towards learning, and reinforcing materials covered during the school day. Parents help their children to do home work together, which create intimacy and builds trust among parents and their children. This means that parents help their children to develop a sense of responsibility, pride in a job well done and a work ethic that

may benefit them well beyond the classroom. Parents and guardians can also give their children a lot of homework help, primarily by making homework a priority as well as helping them to develop good study habits.

The study noted that students perform highly when their parents provide for the welfare and discipline measures. In practicing positive discipline, schools must take disciplinary action where a student has transgressed. This is in agreement with Kan and Klasen (2020) who argued that parents' involvement benefits schools by addressing issues and concerns such as the behavior of children most especially academic discipline of the learner. The existence positive parenting helps children do better in school, have fewer behavior challenges, and stronger mental health outcomes. Besides, Abenawe (2022) also argued that parents have disciplinary measures that allow their children to develop self-discipline, and helping them to become emotionally and socially mature towards academic concentration. This implies that parents' involvement has a significant consequence on the quality of the students' teaching and learning experience. Parents take responsibility for the physical education of the children, developing the child's character, dealing with spiritual matters and ensuring the child's intellectual and cultural development. All these aspects of behavior have a positive impact on their performance in class which results in a high academic performance rate.

Lastly, the study noted that students excel well academically when having proper meals from home. This concurs with Hungi (2021) who argued that student's having healthy meals is critical for students' success. A healthy meal is incredibly significant for learners' physical health. It helps students to grow and develop properly mentally and physically. It helps to improve academic concentration and focus, which is essential for academic success. By providing healthy meals, students can thrive academically, physically and emotionally as ascertained by

Nankwanga (2019). This implies that a nutritious meal gives learners the fuel their bodies need to grow and learn. It also helps students to maintain a healthy weight, which can boost body immunity and confidence. This makes students to feel good about themselves and they are more likely towards taking pride in their work and perform at their best. A balanced diet is vital for the children mental and physical development. Children need good nutrition in order to learn and perform well in school.

5.1.4 Parents Providing Career Guidance and Students' Academic Performance

The influence of parents providing career guidance on students' academic performance in selected secondary schools in Jinja City were established; and these ranges from;

The study findings noted career guidance has an influence on students' academic performance in selected secondary schools. This implies that where there is career guidance, it boosts students' self-esteem, helps students to make a right informed career choice, and helps individuals with accurate and up-to-date information about different career options, educational requirement. This concurs with Darko and Sika (2021) who argued that career guidance plays a key role in enhancing students' overall development in general and in academic performance in particular. The reason is this program assists learners in harmonizing their abilities, interests and values and enables them to develop their full potential. On the other hand, Abenawe (2022) and Adeyinka, Ayeni and Popoola (2017) argues that career guidance is a counseling program that helps school going children (students) choose the right career path based on their educational, passions, potentials and professional choices. This implies that career guidance can help individual students identify careers that match their interests, skills and personality traits. This process can also help individuals to make informed decisions about their career paths.

The study also noted that students' academic performance is influenced by changes in career guidance. This finding is in line with Garcia (2021) who argued that career guidance helps students develop clear and achievable career goals. In such process, it can help individual learner to stay focused and motivated as they work towards their career objectives. Interestingly, Mesfin *et al.*, (2022) finds out the impact of lack of career guidance that the career and life choices young individuals need to make as they move from young learners into world-of-work-orientated adulthood are severely constrained by the lack of career guidance aggravated by a failure to appreciate the significance of completing further education. To help disadvantaged students make informed career decisions to obtain better academic results, career guidance program should be developed and implemented in the mandatory school curricular.

In the study, it was noted that the students who get career guidance boosts self-esteem; and this concurs with Mesfin and Perry (2022) who argued that career guidance provided by teachers, mentors and professional counselors to boost students' self-esteem and making an informed decision. On the other hand, Nankwanga (2019) noted that career guidance helps students to explore their options and identify potential career paths that align with their skills and interests. This is most applicable in the revised new curriculum where the parent has to assist a student to choose the suitable elective and subject combination for advanced level. This help student towards making informed decisions and avoid making hasty or uninformed choices. This implies that career guidance is a process which can help learners to easily identify their strengths and interests towards choosing a career that aligns with their personal goals and aspirations. Students who get career guidance increase their chances for academic success boosts self-esteem. Career guidance involves several activities such as counseling assessments and guidance to learners to explore various career paths and making informed decisions.

Additionally, it was that the career guidance helps students to make right informed career choices. This concurs with Nalukwago (2018) who argued that through assessments and counseling, learners can better understand their talents and skills, which can help them feel more confident and self-assured. This can also help them to overcome any self-doubt as well as gloomy self-talk that may be holding learners back from pursuing their dreams. By working with professional teachers, learners can learn how to assess their options, evaluating risks, and making decisions based on their personal values and priorities. This can further help them to make better decisions in their careers as ascertained by Namukoma (2022). This implies that career guidance helps learners to set realistic goals. It helps learners to set realistic goals based on their skills, interests and aspirations. It improves learners' decision-making skills by helping them to weigh the pros and cons of different career paths and making informed decisions. Career guidance boosts learners' confidence and self-esteem by helping them to identify their potential and strength.

It is noted that career guidance helps individuals with accurate and up-to-date information about different career options, educational requirements. This concurs with Hungi (2021) who argued that career guidance enhances learners' employability by assisting them towards developing the skills, competences and qualifications required for their chosen careers. For instance, by working with professional teacher, learners can develop and learn about the latest trends in skills and qualify for the job market. This can also help learners to stand out from other prospects and increase their chances of finding a job that could aligns with their aspirations and goals as ascertained by Nadenge (2015). This implies that career guidance provides learners with a roadmap to follow and a plan to achieve their goals. It helps students to feel more in control of

their future and reduce anxiety or uncertainty about their career choices. It provides ongoing guidance and students to learners as they navigate their careers.

Lastly, the study also noted that students who get career guidance boost their critical thinking skills. This is in agreement with Otieno, Ochieng and Dawo (2020) who noted that career guidance boost learners critical thinking, by improving their decision-making skills, providing ongoing support and guidance. More so, Simweleba and Serpell (2020) noted that by working with career teachers in a school, learners can better understand themselves and their potential as well as making informed decisions about their future. This implies that career guidance teachers provide learners with advice, feedback and support as they face new obstacles and opportunities. This eventually helps them stay motivated and focused on their targets, goals and avoid any setbacks or roadblocks. It helps learners to make informed decisions about their future careers as well as exploring their options.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

The study established the influence of parents' involvement in school activities on students' academic performance in selected secondary schools in Jinja City. This chapter presents the conclusions, and recommendations of the study and these are presented according to the findings in chapter four. The areas for further study are equally presented in this chapter.

6.1 Conclusions

In view of the study findings, a number of conclusions were made from the findings and discussion above in chapter four, the following conclusions were drawn.

Basing on the objective one, it is concluded that parents' involvement in participatory decision making has an influence on students' academic performance in selected secondary schools in Jinja City. This implies that any change in the students' academic performance is influenced by parents' involvement in participatory decision making. Thus, parents' involvement in participatory decision-making helps them to effectively plan for adequate instructional materials. Parents' involvement in participatory decision-making helps them to building more classrooms for an increased enrolment of students.

Reference to objective two, it is concluded that parents attending school functions/PTA meetings has an influence on students' academic performance in selected secondary schools in Jinja City. This implies that any change in the students' academic is influenced by parents attending school functions/PTA meetings. This implies that parents attending school functions/PTA meetings would lead to budgeting for the required instructional materials, practically fundraise for acquiring instructional materials and having plan for the expansion and renovation of classrooms

Reference to objective three, it is concluded that parents providing home based support for learning has an influence on students' academic performance in selected secondary schools in Jinja City. This also concludes that in parents providing home based support for learning, having home library enhance students' self-revision, there is high students' academic outcome from families with home library, and students from homes with conducive environment boost their commitment to academic concentration.

Lastly, it was concluded that career guidance has an influence on students' academic performance in secondary schools in selected secondary schools in Jinja City. This implies that where there is career guidance, it boosts students' self-esteem, helps students to make a right informed career choice, and helps individuals with accurate and up-to-date information about different career options, educational requirement.

6.2 Recommendations

Based on the study conclusions, several recommendations were made;

The study recommended that there is an urgent need for school administrators to look towards acquiring knowledge, skills and strategies to bring about active parental involvement. These included having regular communication between parents, guardians and schools, and clearly communicated community expectations for the secondary schools.

There should be a "Child-Parent Friendship model" for all families. This is because, this shall eliminate the gaps between the child and the parent and hence the accompaniment will yield good performance.

There is need for parents to set regular reviews. Parents should routinely check on their children's exercise books, and help them to do home-works and corrections. Parents and guardians should

be involved in regularly checking on learners' academic exercises like homework and get involved in helping them to complete it in time.

There are further endless ways that parents can effectively engage with their child's school directly. Be in touch with classroom teachers throughout the term or year, and ask how one can best support them. Teaching staff may not explicitly ask for the involvement of their parents, but when asked or prompted they shall likely be able to come up with several views and ideas that would be helpful.

The study further recommended that guardians and parents should try their best to have conducive home environment for proper teaching-learning among children. There should be conducive classroom, classrooms with well-ventilated and lightening to encourage students to do their homework and carry out self-revision.

The study recommended that future education policy should put more focus on formulating and implementing school programs that encourage parents to increase their cognitive competence, and fund future academic study to better understand mechanisms by which this occurs.

The study also recommended that school managers and policy makers to continue investigating ways of increase a parents' attitude and involvement in the education of their children.

The study also recommended that the government of Uganda through the Ministry of Education and Sports and other development partners need to equip secondary schools with more updated instructional resources, improve school environment and encourage parents' involvement in participatory planning or budgeting for the secondary schools.

6.3 Areas of Further Research

The study focused on “The Influence of Parents’ Involvement in School Activities on Students’ Academic Performance: A Case of Selected Secondary Schools in Jinja City”. Future research should explore the following areas:-

1. The Influence of Work Environment on Academic Performance of Students in Selected Secondary Schools in Uganda.
2. The Influence of Stakeholders’ Participation on Academic Outcomes of Students in Selected Secondary Schools in Uganda.
3. Need for a comparative study about the influence of parents’ involvement in school activities on students’ academic performance in selected secondary schools in other parts of Uganda, so as to compare with the results got from in Jinja City and have a better ground for recommendation.

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APPENDICES

APPENDIX 1: SAMPLE SIZE DETERMINATION TABLE

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

APPENDIX II: CONSENT FORM FOR PARTICIPANTS

TOPIC: RELATIONSHIP BETWEEN PARENTS' INVOLVEMENT IN SCHOOL ACTIVITIES AND STUDENTS' ACADEMIC PERFORMANCE IN SELECTED SECONDARY SCHOOLS IN JINJA CITY.

Introduction: I am, Prosper Atukwatse, a researcher from Uganda Christian University. I am conducting a study entitled “Relationship between Parents’ Involvement in School Activities and Students’ Academic Performance in Selected Secondary Schools in Jinja City”.

Guidance (SOPs): Ensure you adhere to the COVID-19 prevention guidelines; for instance, social distance, regularly washing hands with soap and wear a face mask. Ensure you have a sanitizer for you and probably your respondent where necessary.

Purpose of the Study: The purpose of the study shall be to establish the relationship between parents’ involvement in school activities and students’ academic performance in selected secondary schools in Jinja City.

Procedure of Study: You have been identified to participate in the study and I wish to ask a few questions regarding the “Relationship between Parents’ Involvement in School Activities and Students’ Academic Performance in Selected Secondary Schools in Jinja City”. Your responses/answers will help us to establish how best we can improve on the academic performance of students in secondary schools in Jinja City. The responses will be recorded on the questionnaire.

Confidentiality: Your answers will be taken generally as a contribution from one member of the participants. The answers will be treated in confidence and used for purposes of this study only. It is not necessary that you give your name and nobody will be allowed access to the

Appendix III: QUESTIONNAIRE

Parent’s Information

Introduction

Dear respondent,

My name is Atukwatse Prosper, a Masters student of Uganda Christian University carrying out a study on “Relationship between Parents’ Involvement in School Activities and Students’ Academic Performance in Selected Secondary Schools in Jinja City”. This questionnaire aims to get participant views in order to enhance the students’ academic performance in the city. Your views and opinions are central to all the decisions that will be made in ensuring that every teacher is supported to provide the best students’ academic performance in secondary schools within the City.

The information provided for this research will be purely for academic purposes and will be treated with utmost confidentiality.

Thank you for the time to complete this questionnaire.

Date:

School.....

I request you to read the instruction against each section/question carefully and answer it accordingly.

Instruction:

Kindly tick or precisely fill in where applicable or respond according to the instruction given.

Section A

1- Age

- 18 – 27 years
- 28 – 37 years
- 38 – 47 years
- 48years & above

2- Sex (Gender)

- Male
- Female

3- What is the highest qualification that you have attained?

- PhD
- Masters' Degree
- Bachelor's Degree
- Diploma
- Others specify

4- How long have you taught in this school?

- Below 5 years
- Between 6 – 10 years
- Between 11 – 15 years
- Over 16 years

General Instruction on Sections B, C, D & E

Using the scale below, please tick the score you think is most appropriate to the issues in the given item(s)

Scale:

Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
5	4	3	2	1

Section B

	B, Items	5	4	3	2	1
	Parents' involvement in participatory decision making and students' academic performance					
5.	In our school, parents' involvement in participatory decision-making helps them to effectively plan for adequate instructional materials					
6.	In our school, parents' involvement in participatory decision-making helps them to building more classrooms for an increased enrolment of students					
7.	In our school, improving on school environment can be attained through parents' involvement in participatory decision-making					
8.	In our school, enhancing students' academic concentration can be attained through parents' involvement in participatory decision-making					
9.	In our school, parents' involvement in decision making enhance planning for curriculum activities					
10.	In our school, parents' involvement in decision making ensures that the schools get sufficient funds to effectively and efficiently run in order to achieve its objective of academic excellence.					
11.	In our school, parents' involvement in decision making organize the day by prioritizing					
12.	In our school, parents' involvement in decision making ensure major policies exist to ensure that the school is smoothly run					

Section C

	C, Items	5	4	3	2	1
	Parents attending school functions/PTA meetings and students' academic performance					
13.	In our school, PTA members always budget for the required instructional materials					
14.	In our school, parents always attend and participate in school academic meetings					
15.	In our school, parents always practically fundraise for acquiring instructional materials					
16.	In our school, PTA members always plan for the expansion and renovation of classrooms					
17.	I always observe parents sharing their views and ideas towards achievement of better academic results					
18.	School board is to provide strategic guidance for the school and to oversee and review school's management effectively					
19.	In our school, PTA supervise ensure efficiency and effectiveness in service delivery so that teaching and learning					
20.	In our school, PTAs encourage participatory academic decision making to be implemented					

Section D

	D, Items	5	4	3	2	1
	Parents providing home based support for learning and students' academic performance					
21.	In our school, having home library enhance students' self-revision					
22.	In our school, there is high students' academic outcome from families with home library					
23.	In our school, there is better students' academic outcome for students from families with better lights that encourage proper revision					
24.	In our school, students from homes with conducive environment boost their commitment to academic concentration					
25.	In our school, students perform perfectly when their parents give them adequate home library					
26.	In our school, parents always help their children in doing home work					
27.	In our school, students perform highly when their parents provide for the welfare and discipline measures					
28.	In our school, students excel well academically when having proper meals from home					

Section E

	E, Items	5	4	3	2	1
	Career guidance and students' academic performance					
29.	In our school, students who get career guidance boosts self esteem					
30.	In our school, students who get career guidance increases their chances for academic success boosts self esteem					
31.	In our school, career guidance helps students to make a right informed career choices					
32.	In our school, career guidance s individuals with accurate and up-to-date information about different career options, educational requirements					
33.	In our school, students who get career guidance boosts their critical thinking skills					
34.	In our school, students spend more of their time concentrating on academic work with help of career guidance					
35.	In our schools, students gain confidence in their academic work with career guidance					
36.	In our school, there is adherence to teachers' work standards and commitment to duties with career guidance					

Section F

4

	D, Items	5	4	3	2	1
	Students' Academic Performance					
37.	Students in this school perform to the expectation of the school management					
38.	Students perform well at end of cycle scores (UCE exams)					
39.	Students perform high in the daily assignment scores					
40.	Students' end of term score in this school is good					
41.	The academic performance of students in this school is satisfactory to the administration					

2. What should be done to improve on parents' involvement in school activities in schools?

43. What should be done to improve on improve on students' academic performance?

Thank You Very Much for Your Response

APPENDIX IV: INTERVIEW GUIDE

Interview Guide for District Inspector of Schools, Head teachers, Deputy Head Teachers and Director of Studies,

Guiding Questions

1. In your view, what is the relationship between parents’ involvement in participatory decision making and students’ academic performance in your school?

2. What is the correlation between parents attending school functions/PTA meetings and students’ academic performance in your school?

3. What is the relationship between parents providing home based support for learning and students’ academic performance in your school?

4. What is the correlation between care guidance and students' academic performance in your school?

5. How best do you want that should be done to improve on parents' involvement in school activities to be improved?

6. How best do you want students' academic performance to be improved?

Thank you for your Co-operation

PLAGIARIM TEST

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PROSPER ATUKWATSE

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DISSERTATION CORRECTION COMPLIANCE REPORT BY THE CANDIDATE (POST VIVA FORM)

Date: 11/5/2024

Name of Candidate: PROSPER ATUKWATSE

Reg. No: RM21M06/205

Title of Dissertation: INFLUENCE OF PARENTS' INVOLVEMENT IN SCHOOL ACTIVITIES ON STUDENTS' ACADEMIC PERFORMANCE: A CASE OF SELECTED SECONDARY SCHOOLS IN JINJA CITY

SN	COMMENTS BY EXTERNAL EXAMINER	ACTION TAKEN	INDICATOR
	Overall Structure and Presentation		
1	The candidate should consider revising the study topic by discarding the first two beginning words i.e. "Relationship Between".	Corrected as suggested	Cover page
2	The candidate need to revise the cover page appropriately.	Corrected as suggested	Cover page
3.	The candidate need edit her entire dissertation thoroughly.	Corrected as suggested	Entire dissertation
4.	The candidate need to use Times New Roman 12 consistently for all the headings.	Corrected as suggested	Entire dissertation

5.	The candidate should revise the Table of content appropriately.	Corrected as suggested	Table of Contents (Pg v)
6.	The candidate should make sure that the List of Tables begin on a fresh page.	Corrected as suggested	List of Tables (Page ix)
	Chapter One: Introduction		
7.	All text should be double spaced, save for the text in Tables and Figures where it might not be applicable.	Corrected as suggested	Entire dissertation
8.	The candidate should rid her dissertation of all typos.	Corrected as suggested	Entire dissertation
9.	The candidate should do proper in-text citation according to the APA 7th Edition Format.	Corrected as recommended	Entire dissertation
10.	The candidate should delete all unnecessary blank spaces in your dissertation e.g. see pg. 19.	Blank space deleted	Entire dissertation
11.	There is need for the candidate conceptualize properly the study DV i.e. Students' Academic Performance.	Students' academic performance conceptualized as required	Contextual Background (Page 9-10)
12.	The candidate also should consider discarding the intervening variables from the conceptual framework because she does not an objective that delved the intervening variables.	Corrected as required	Conceptual Framework (Page 19-20)
	Chapter Two: Literature Review		
13.	The candidate should make sure that chapter two should start on a	Chapter two started on a	Chapter Two (Page 21)

	fresh page.	fresh page as suggested	
	Chapter Three: Methodology		
14.	The candidate should make sure that chapter three begin on a fresh page.	Chapter three started on a fresh page as suggested	Chapter Three (Page 41)
15.	The candidate should present how validity of both the qualitative and quantitative study tools were established appropriately.		Validity (Page 50-51) Reliability (Page 51-52)
	Chapter Four: Presentation and Analysis of Results		
16.	The candidate should provide authorization letter to use the photos/pictures of the participants she has used in the dissertation.	Authorization letter attached	Appendix (Page V)
	Chapter Five: Discussion of Results		
17.	The candidate should make sure that chapter five begin on a fresh page.	Chapter Five started on a fresh page as suggested	Chapter Five (Page 94)
	Chapter Six: Conclusions and Recommendations		
	However, the candidate should ensure that all the suggested areas for further study emanate from the study limitations.	Corrected as suggested	Areas of further research (Page 116)
	References and Appendices		
18.	The candidate should make sure that the references start on a fresh page.	References started on a fresh page as suggested	References (Page 117)

19.	The candidate should make sure that all references are written properly following the APA 7th Format Edition.	Corrected as suggested	References (Page 117-121)
20.	The candidate should make sure that each appendix start on fresh page.	Corrected as suggested	Appendices (Page 122-133)
21.	The candidate should use a credible plagiarism check tool e.g. turnitin and present a credible similarity index report.	Corrected as suggested	Last attachment

SN	COMMENTS BY INTERNAL EXAMINER	ACTION TAKEN	INDICATOR
1	The candidate should consider revising the study topic by discarding the first two beginning words i.e. "Relationship Between	Corrected as suggested	Cover page
2	The candidate should make sure that each chapter on a fresh page.	Corrected as suggested	Entire dissertation
3	Remove typos throughout the entire work	Corrected as suggested	Entire dissertation

SN	COMMENTS BY VIVA VOCE PANNEL	ACTION TAKEN	INDICATOR
1	What type of hypothesis did you use. Explain what you meant by positive collaboration/attitude	Hypothesis removed as advised	Entire dissertation
2	You did not mention the reason why the study was done in you justification. It is part of the requirement in the UCU manual	Corrected as required	Justification (Page 16)

3	You conceptualized what you called parental guidance as attending school functions and participating in school budgeting etc, do they predict student performance? How did you measure each one? What scale did you use to measure? And how were you measuring student performance	Corrected as required	Conceptual Framework (Page 19)
4	You mention cross sectional survey and mixed method in your methodology, how did you combine quantitative and qualitative?	Explained as required	Data presentation and analysis (Page 43)
5	You collected data from DEOs, inspectors of schools, and your study is about parental involvement, what did you ask the DEO, when do they meet parents	Corrected as suggested	Target population (Page 43)
6.	The interviews you did; you interviewed wrong people. Why didn't you interview parents, you did not, it is members of PTA who are 10 that is not enough	Corrected as suggested	Data collection instruments (Page 48-49)
7.	You interviewed many teachers who do not know about parent involvement: you did not focus on the right people. Focusing on teachers mostly making your study to be about teachers perspective on parent involvement	Corrected as suggested	Data collection instruments (Page 48-49)
8.	A better analysis should have been regression, the four constructs against performance?	Deleted as advised by the VIVA panel	Entire dissertation
9.	On findings of objective one, you need to add all the scores on percentages to come up with one figure. What was the scale for each of		

	the indicators?		
10.	How did you measure student performance, was it individual or school?	Corrected as required	Table 4.3 (Page 62)
	You need to explain how you aggregated the indicators to come up with a single score. How did you do a regression?	Deleted as advised by the VIVA panel	Entire dissertation
	School performance for O' level and for A' level should be done separately. You messed up, maybe you should have done the analysis separating the two using two questions and one major question.	Only O' level was used in this research	Entire dissertation and
	What are the components of school performance you need to be clear?	Corrected as suggested	Table 4.3 (Page 62)
	Remove relationship and replace with influence and perception in your objectives to take away the correlation.	Corrected as proposed	Entire dissertation

PROSPER ATUKWATSE

Candidate's Name

Signature

DR. MARY KAGOIRE

Supervisor's Name

Signature