

**PARENTAL INVOLVEMENT AND ACADEMIC STUDENTS' PERFORMANCE IN
GOVERNMENT SECONDARY SCHOOLS IN BUYENDE DISTRICT**

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DECLARATION

I, Ndibawaki Joanita, 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.

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APPROVAL

This is to certify that this Dissertation under the topic: “Parental involvement and its effects on students’ academic performance in selected secondary schools in Buyende District” was done under my supervision and is now ready for submission to Uganda Christian University Authorities for Examination purposes.

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DEDICATION

I dedicate this Dissertation to Myself and Mr. Oporya Matia for the timeless effort and support rendered during this course. I also dedicate this work to my beloved parents Mr. Kitabye Festo and Mrs. Nanyonga violet who have greatly encouraged, prayed and supported me during my two years of studies in Uganda Christian University. I further dedicate this work to my siblings, Ivan, Joshua, Gloria, angella and pius for their constant love and support. Not forgetting to lastly dedicate it to my dear Head teacher Mrs. Bakyazi Rebecca for her motherly support and encouragement throughout the course.

God bless you all.

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God bless you so much.

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ACROYNMS

CVI	Content validity Index
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
UCU	Uganda Christian University
UCUREC	Uganda Christian University Research Ethics Committee
UPE	Universal Primary Education
UNEB	Uganda National Examination Board
USE	Universal Secondary Education
SSA	Sub-Saharan Africa
SPSS	Statistical Package for Social Scientists
WW	World War

ABSTRACT

A selected number of the Buyende District's secondary schools participated in the study. This study intended to determine the correlation between students' performance in school in a selected group of senior secondary schools and the involvement of parents. The study objectives included: to examine the rate of parental support towards their children's academics in selected secondary schools, to establish the level at which parents monitor their children's school activities in selected secondary schools, to establish the effects of parental involvement on the students' academic performance in selected secondary schools, and to examine the challenges parents encounter while trying to get involved in their children's academics in selected secondary schools.

The research employed a cross-sectional survey design. The study population comprised of head teachers, classroom teachers, students and parents; totaling to 160 participants out of the anticipated 200. These were purposively and simple randomly selected. Data collection instruments included questionnaires, focus group discussion guide and interview guide. Data was analyzed quantitatively and qualitatively. The study findings for objective 1 revealed that parents pay school fees in time for their children, provide most of the scholastic materials requested at school, and guide their children via homework where necessary. When it came to objective 2, It was revealed that parents always give feedback to teachers about their children's weakness and strength after guiding them via their homework, parents always attend PTA meetings to get a chance to air out new proposals for their children's academic success, parents always follow up their children's class participation regularly, and parents regularly monitor their children's class attendance. For objective 3 it was revealed that whenever parents go to school and talk to the teachers about their children's weaknesses and strength, they comeback with better grades, the attitude of children about certain subjects improves whenever parents advise them accordingly and they end up performing well in that particular subject.

The study further revealed that parents' level of education hinders them from guiding their children pertaining their homework because they don't understand what is taught to them, and parents always desire to help their children with homework but they come

back home so late because of the very busy schedule. Basing on the above findings, it is concluded that parental involvement affects students' academic performance in selected senior secondary schools in Buyende District. The study recommends that school administrators and policy makers should continue to reach out to parents in various ways to improve their involvement in their child's Education. Administrators should also demonstrate to parents that their involvement affects their children's academic performance. Further research areas were suggested by this study

CHAPTER ONE

1.0 Introduction

This research was aimed at investigating the role of parental involvement in supporting and monitoring the students' school activities both academic and non-academic and its effect on students' academic performance. The chapter presents the: background of the study, statement of the problem, objectives of the study, research questions, study scope, significance of the study, justification of the study, operational definitions and conceptual framework.

1.1 Background to the study

1.1.1 Historical Background

Of recent World over, parental involvement was very essential to a child's cognitive, societal-emotional, and physical development. After World War (WW) 1 in the US, awareness of parents' impact on children's academic success grew. As a result, many strategies for involving parents in school activities were developed, including attending school conferences, PTA meetings, sporting events, and fundraising activities. As a result, various nations developed strategies to promote parental involvement in their children's academic careers. These forms included taking involvement in the child's academic work, maintaining an academically supportive family environment, and taking part in extracurricular activities (Julie, Utley, Soo-Young, Hunkar, and Gwen, 2020).

According to Garcia, (2021), in Germany, children whose parents are actively involved in their children's education are more likely to experience low levels of stress and difficulty, be motivated to complete their coursework, particularly in high school, and generally outperform their peers

Academically, it is believed that home and parents have a strong impact on the students' academic status, emotions and general health and performance. This can be evidenced in a study of (Ajira et al, 2007) which indicates that the state of the home affects the students since parents are the first socializing agents in the students' lives since family background and the context of the child affect their reaction and level of performance generally.

More to that, in most of the European countries, When education was first viewed as a public benefit, parents and other stakeholders had little say in its provision and it was the responsibility of the government. But in the middle of the 1970s, this trend shifted as eminent economists from European universities and aid organizations started to question governments' active engagement in providing services. The governments came under fire for their poor planning, corruption, incompetence, and other associated issues. As a result, service delivery began to involve the community more in the 1980s (Otieno, Ochieng, & Dawo, 2020).

In African, most countries are still less developed and this kind of low-income status is directly reflected among most households which in return affects the way parents can support and monitor their children' academic performance at school (Cahit and Metin 2020). For instance, in Kenyan communities, there is evidence that students' academic performance was greatly deterred by the social economic status of parents and some political factors as it is emphasized by Orodho (2013). In addition to that, Nadenge, (2015), stressed that the parent's social economic background influenced the academic performance of students in Nairobi schools.

Researchers in Ghana have studied the relationship between parents' socioeconomic status and their children's academic performance. As an example, Kwarteng, Asiamah, Opong, Nkansah,

Issaka, & Kweku (2022), examined the causes of students' poor academic performance at Kemp Methodist Junior High School in Aburi, in Ghana's Eastern region, and found that the school environment, teacher factors, home circumstances, and student's behavior were all crucial in determining their performance.

Additionally, Berta, Chrishnaa, and Wolf's (2022) investigation into the socioeconomic background of the families of students, specifically at Saint Monica College of Education in Ghana, found out that the parents' educational status and standard of living as well as their way of life had a significant impact on students' academic performance.

Simweleba, & Serpell (2020), emphasizes that due to various government initiatives, such as universal education, nominal enrollment in school has expanded significantly over the past 50 years in Zambia and many other African nations. However, the results are unsatisfactory in many ways, and this is most common in rural areas where the economic production of the parents is still poor. Academic accomplishment figures reveal that many children spend several years in school without understanding the fundamental subjects (Hungu 2011). 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 community of origin to contribute to its economic, academic and cultural vitality.

Nalukwago (1995), for the Ugandan situation, noted that the impact and influence of parental attitudes, cultural attitudes, and parental socioeconomic backgrounds on students' academic achievement in Uganda. Nalukwago went on to list the various obligations parents have to their kids, like providing the school supplies they need, like notebooks, pens, sets, and uniforms, 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 kids 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, & Hojer, 2017)

Regarding the aforementioned, Uganda, along with other nations in sub-Saharan Africa, embraced the second Millennium Development Goal (MDG) in education. In 1997, the Ministry of Education and Sports enacted the Universal Primary Education (UPE) policy (Bategeka & Okurut, 2006: Policy Brief 10, 2006). The primary goal was to lower poverty by providing every person with a basic education, which would in turn make education more fair, accessible, and inexpensive. All fees for school and other non-statutory expenses were eliminated under the UPE policy, which only permitted parents to supply the necessities for learning—exercise books, pens, pencils, erasers, and rulers. As a result, the gross enrolment rate rose to 145%, or 4.5 million children, and all parents were given the chance to engage with the educational system. Because there is now

less disparity in access to education across all districts in Uganda, the wave effects have alleviated parents of the burden of paying for their children's education (Kan & Klasen, 2020).

The Ugandan government created the Universal Post Primary Education and Training (UPPET) program, which includes USE, in accordance with the 1992 Government White Paper on Education, the long-term holistic Education Strategic Investment Plan (ESIP2004-2015), and the international long-term commitment (specifically the Millennium Development Goals, MDGs). In contrast to secondary schools that are solely controlled by private companies, Uganda has since adopted a large number of secondary schools as seed schools and others as government-aided primary and secondary education programs that are either free or reasonably priced (Jansson, Bukuluki, & Hojer, 2017: Policy Brief 10, 2006).

In 1997, Uganda implemented Universal Primary Education (UPE), enrolling 7.4 million students nationwide in primary schools, up from 2.4 million the year before. The government then discovered that most UPE graduates were only able to reach P7. "The transition rate from primary to secondary level has been oscillating between 46-50% due to the high cost of secondary education," stated Dr. Y.K. Nsubuga, the then-Commissioner for Secondary Education (Kristof, 2015: Kan & Klasen, 2020). "This was beginning to undermine efforts of the successful implementation and sustainability of the UPE program," Nsubuga said in her statement. Children will continue beyond P7 thanks to the USE program, which will strengthen the UPE program (Kristof, 2015: Abenawe, 2022).

1.1.2 Theoretical Background

Parent involvement and teacher practices in the theory of family-school connections.

This theory was put forward by Epstein in 1982 and it clearly shows the relationship between family and school towards influencing the students' academic performance. The theory expands on the three (3) viewpoints that scholars and professionals might use to consider the relationships between the home, the school, and the family. The three viewpoints are as follows: 1. Families and schools have separate obligations; 2.

Families and schools have shared responsibilities; 3. the roles that families and schools play in succession. The following provides a detailed explanation of each perspective.

The three perspectives are profoundly different. Presumptions rooted in the distinct roles of institutions emphasize the intrinsic rivalry, incompatibility, and tension that exist between families and schools. According to this viewpoint, parents and educators oversee family organizations and school bureaucracies, respectively, and their individual tasks, responsibilities, and goals are best carried out on their own. It states that when parents maintain their particularistic standards and judgments about their children at home and when teachers maintain their professional, universalistic standards and judgments about the students in their classrooms, the two institutions' distinct goals are most successfully and efficiently met.

The competing presumptions based on shared institutional obligations highlight the complementarity, coordination, and cooperation of families and schools and promote dialogue and cooperation between the two organizations. This viewpoint makes the assumption that families and schools have equal responsibility for a child's education and socialization. It is widely held that parents and instructors have similar objectives for their kids, and that these goals are best met when they collaborate. These presumptions are supported by ecological designs and models of inter-institutional interactions that highlight the inescapable, layered, and natural links that exist between people and their groups and organizations.

The third viewpoint on the institutions' sequential obligations highlights the crucial phases in which parents' and educators' contributions to children's development are made. This method is predicated on the idea that a child's early years are crucial for their success in the future and that by the time they are 5 or 6 years old and start formal schooling in kindergarten or grade 1, their personalities and attitudes toward learning have already been formed.

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. 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 complements the professional roles of a teacher which in the end may lead to improved academic performance other factors put constant.

1.1.3 Conceptual Background

According to Sika and Darko, (2021). Parental involvement in the students' academic performance is characterized by knowing the relationship between parenting practices that can lead to the school going child's academic success like supporting them with their schoolwork, and having a commitment to their wellbeing (Nadenge, 2015). There are two ways that parents can get involved: at home and at school. Parental participation at home involves giving them homework help, conversing with them about school, setting high standards, supporting academic success, and creating environments that are favorable to learning (Altschul, 2012). 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 faculty and staff (Darko & Sika, 2021).

Additionally, parental involvement was described by Clinton and Hattie, (2013) as a circumstance in which there is direct parental engagement in the education of the children. With the aid of the instructors, they actively participate in school activities and in their children's learning processes. This is accomplished by parents effectively carrying out their roles, obligations, and responsibilities to improve the learning environment and process. The parent participation process truly requires encouraging, nurturing, mentorship, leadership, and inspiration because communication between parents and children at home is so important for fostering a positive relationship and rapport between them (Tangalin, & Maricel 2020).

Mesfin, Yeshaneh & Getaneh, (2022). Assert that Academic performance is the extent to which a student, teacher, or institution has attained their short or long-term educational goals and is measured either by continuous assessment or final summative assessment results. A correlational study among vocational high school students in Indonesia found that students who had good academic performance have higher income, better employment benefits, and more advancement opportunities. In addition to that, academically successful students have higher self-esteem and self-confidence, low levels of anxiety and depression, are socially inclined, and are not likely to engage in substance abuse, i.e., alcohol and marijuana, opium and cocaine among others because in most cases they have a very busy schedule through the year and their peers rarely or don't go to bars (Darko & Sika, 2021). Pear

1.1.4 Contextual Background

Buyende district is endowed with four (4) USE schools which are day and open for every child who qualifies to have an opportunity to access good education that will 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. However, Buyende schools are failing to competing favorably, a case in point is the UNEB results 2020 where out of the all the Secondary Schools in Buyende district both private and government, the district managed to secure only 15 first grades out of over 800 students who sat for UNEB that year and when it came to UACE results 2020, it was not any better than UCE performance (Namukoma, 2015: UNEB, 2020). This clearly indicates that there are many challenges affecting the students' academic performance in Buyende and some of them have been researched about but none has researched about parental involvement and students' academic performance. It is upon this background that the researcher decided to investigate on the topic parental involvement and its effects on student academic performance in selected Secondary Schools in Buyende District.

1.2 Statement of the problem

Despite the effort of the government of Uganda 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 Buyende district, however, the performance of students basing on the summative examination results of both UCE and UACE is still alarming. A case in point is the UNEB results of 2020, the district scored only 15 first grades out of over 800 students who managed to make it for the final UCE exams. When it came to the results of UACE, they were not any better than the UCE results of the same year (UNEB, 2020). Different scholars have appended this poor performance on several factors including but not limited to: lack of food at schools, teachers' absenteeism, the district supervisors not playing their roles, having few teachers in schools, but none has researched about parents involvement in their children' academics and its effect on the children' performance yet Academically, it is believed that home and parents have a strong impact on the students' academic status, emotions and general health and performance. This can be evidenced in a study of (Ajira et al, 2007) which indicates that the state of the home affects the students since parents are the first socializing agents in the students' lives since family background and the context of the child affect their reaction and level of performance generally.

It is upon this background that the researcher has come up to investigate parental involvement and students' academic performance in government Secondary Schools in Buyende District.

1.3 Purpose of the Study

The purpose of the study was to establish the relationship between parental involvement and students' academic performance in government senior secondary schools in Buyende District.

1.4 Objectives of the study

The study was guided by the following objectives;

1. To examine the rate of parental support towards their children's academics in government secondary schools in Buyende district.
2. To establish the level at which parents monitor their children' school activities in government secondary schools in Buyende district.
3. To establish the effects of parental involvement on the students' academic performance in government secondary schools in Buyende district.
4. To examine the challenges parents, encounter while trying to get involved in their children's academics in government secondary schools in Buyende district.

1.5 Research questions

The study was guided by the following research questions;

1. To what extent do parents offer support towards their children's academics in selected secondary schools in Buyende district?
2. To what extent do parents monitor their children' school activities in government secondary schools in Buyende district?
3. What are the effects of parental involvement on the students' academic performance in government secondary schools in Buyende district?
4. What are the challenges that parents encounter while trying to get involved in their children's academics in government secondary schools in Buyende district?

1.6 Scope of the study

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

1.6.1 Geographical Scope

The Buyende District is situated 166 kilometers East of Kampala's main town, and it takes 30 kilometers to travel via Nabirumba from Kamuli Town to the Buyende District Headquarters. To the North of Lake Kyoga, Buyende has borders with the districts of Amolator, Kaberamaido, and Serere. To the North-East is Pallisa; to the East is Kaliro; to the South are Luuka and Kamuli; and to the West is Kayunga.

1.6.2 Content Scope

The study was limited to, examining the rate of parental support towards their children's academics, establishing the level at which parents monitor their children's school activities, establishing the effects of parental involvement in the students' academic performance, and examining the challenges that parents encounter while trying to get involved in their children's academics in government secondary schools in Buyende district.

1.6.3 Time Scope

The study was carried out between the periods of 2015-2020 because those years are enough to give a true current picture of students' performance and the rate at which parents involve in the students' academics.

1.7 Justification of the study

Parental involvement is a key aspect in the child's confidence, determination and feeling supported and cared for in his or her academic journey. Several scholars have tried to come up with similar studies in Ghana, South Africa, Kenya, USA, but the settings of those research are totally different from that of Buyende given the location, financial status of the parents, education levels, parental value for education, and priorities of the parents, among others. It is upon this basis that the researcher saw it necessary to investigate parental involvement and its effects on students' academic performance in government Secondary Schools in Buyende District.

1.8 Significance of the study

The study findings may be of help to the following people and sectors if followed well;

The study findings may help the parents of Buyende and places with a similar setting to realize that their support and monitoring of the academics of their children is so important for better performance.

The study findings may also help the head teachers in Buyende 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.

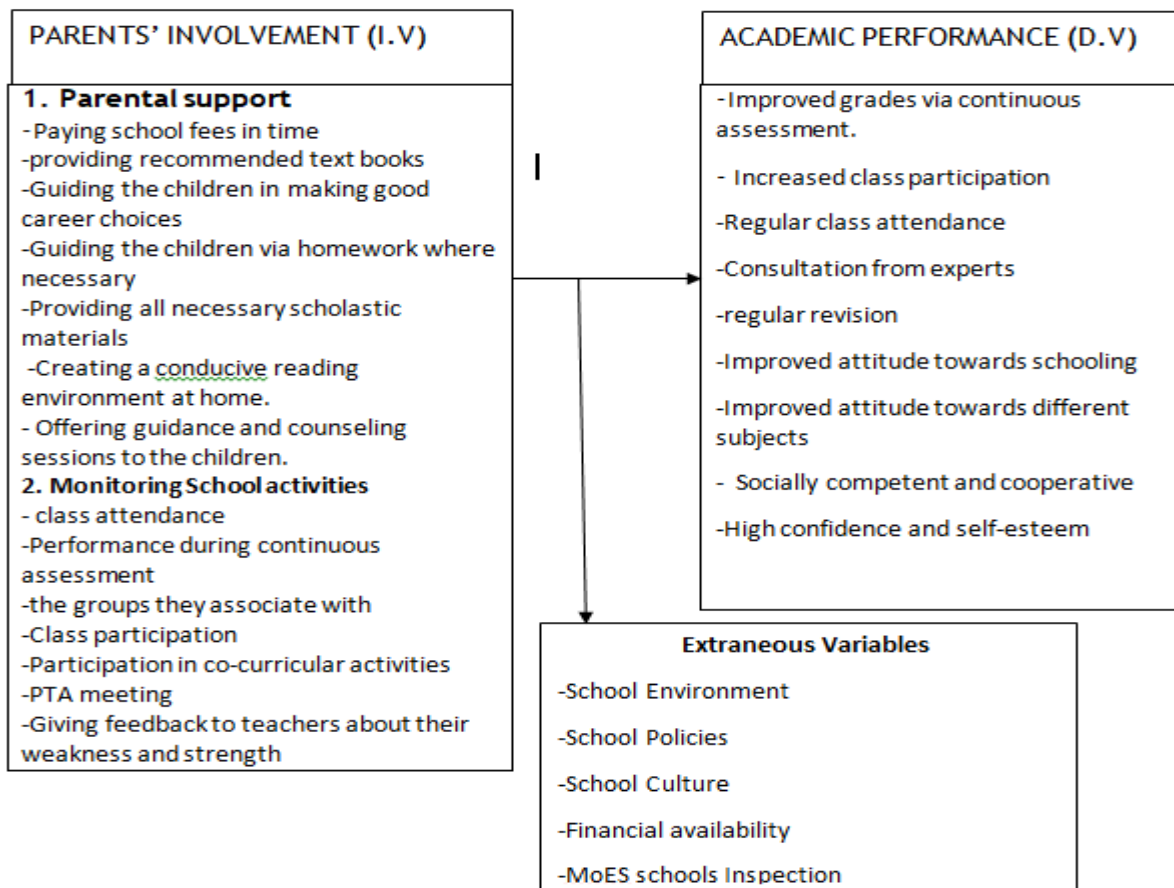
The study may help MoES and the DEOs to strictly monitor how often PTA meetings seat, and put-up fines for both parents and teachers who don't attend them

The study findings will add on the body of knowledge for other researchers.

The findings will help the researcher to attain a master's degree.

1.9 Conceptual Frame Work

Figure 1: Conceptual frame work showing the Relationship between Parents' Involvement and Students' Academic Performance.



Source: adapted from Epstein, 1982 and revised applying the researcher's own concepts.

The correlations between the independent and dependent variables for this study, which examined the impact of parental participation on adolescents' academic performance, are explained by the conceptual framework in figure 1 above. As seen in the picture, the dependent variable in this study is students' academic performance, including its markers, and the independent variable is parents' participation in the study. 1. It also has some other extraneous variables which may affect the students' performance.

CHAPTER TWO

2.0 Introduction

This chapter presents a review of literature related to the study. It was organized under the following sections. Conceptual definitions, theoretical review of literature, review of empirical literature and research gap.

2.1 Conceptual Definitions

2.1.1 Parental Involvement

Cahit and Metin (2020) defined parental involvement 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.

Additionally, Tangalin, & Maricel, (2020) asserted that parents' involvement may refer to the inner and outside activities that a parent may get involved in to motivate their children to love studies. In most situations, parents who take the initiative to help their children in their learning process and provide the necessary resources at home and at school will inspire their children to work harder and get higher grades.

2.1.2 Academic Performance

Mesfin, Yeshaneh&Getaneh, (2022). Declare that academic performance is determined by ongoing assessment or final summative assessment findings and reflects the degree to which a student, teacher, or institution has met their short- or long-term educational goals. Students in Indonesian vocational high schools who performed well academically had higher incomes, better employment advantages, and more prospects for promotion, according to a correlational study Cahit and Metin, (2020).

Nadenge, (2015), argues that students' performance is not only limited to report card grades and grade point average. It is also measured on enrolment in advanced years, attendance and staying in school, been advanced to the next stage, and improved behavior. Students in such an environment where discipline is key, less absenteeism and bad peer groups are likely not to perform well in class, but also to build skills in communication, collaboration, and positive self-esteem (Mesfin, et al, 2022)

2.3 Theoretical Literature Review

Theory of Family-School Connections: Teacher Practices and Parent Involvement

This theory was put forward by Epstein in 1982 and it clearly shows the relationship between family and school towards influencing the students' academic performance. The theory extends three (3) perspectives under which researchers and practitioners can think about family/parents and school relations. The three viewpoints are as follows: 1. Families and schools have separate obligations; 2. Families and schools have shared responsibilities; 3. The roles that families and schools play in succession. The following provides more detailed explanations of the perspectives.

The three viewpoints diverge greatly from one another. Premises grounded on the distinct roles of establishments emphasize the innate discord, rivalry, and discord between households and educational institutions. According to this viewpoint, parents and educators oversee family organizations and school bureaucracies, respectively, and their individual tasks, responsibilities, and goals are best carried out on their own. It states that when parents maintain their particularistic standards and judgments about their children at home and when teachers maintain their professional, universalistic standards and judgments about the students in their classrooms, the two institutions' distinct goals are most successfully and efficiently met.

The competing presumptions based on shared institutional responsibilities highlight the complementarity, coordination, and cooperation of families and schools and promote dialogue and cooperation between the two institutions. This viewpoint makes the assumption that families and schools have equal responsibility for a child's education and socialization. It is widely held that parents and instructors have similar objectives

for their kids, and that these goals are best met when they collaborate. These presumptions are supported by ecological designs and models of inter-institutional interactions that highlight the inescapable, layered, and natural links that exist between people and their groups and organizations.

A child's early years are crucial for their success later in life, and by the time they are 5 or 6 years old and start formal schooling in kindergarten or grade 1, their personalities and attitudes toward learning have already been established. This is the basis of the third perspective on the sequential responsibilities of institutions, which highlights the important stages of parents' and teachers' contributions to child development.

Since parental involvement is multidimensional and involves a range of parental activities related to their children's education, as the above theory makes clear, many factors influence its quality and nature. However, a study by Epstein (1982) on School and Family Connections, which was carried out in the United States of America, showed that parental involvement always has such positive effects.

Parental ideals and educational goals are consistently demonstrated via parental zeal and constructive parenting, and these results in the impact of parental participation. However, it is evident that levels of involvement differ greatly depending on the parents and the environment they are in. It was discovered that the effects differ across various tribes and civilizations. The study demonstrates the influence of parental involvement arises from parental values and educational aspirations that are continuously exhibited through parental enthusiasm and positive parenting.

2.4 Empirical Literature Review

2.4.1 The rate of parental support towards their children's academics

There is a significant intergenerational link between schooling and parental support to school going children According to Darko & Sika, (2021). 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. Darko & Sika, (2021) went ahead to emphasize that the parents' level of education matters a lot in this case because all

educated people know the power in sparing time to be with their children especially on matters related to academic progress. Academic performance is generally lower for pupils from families with less educated parents than for students from families with highly educated parents. When parents struggle with reading and writing, there's a chance that their low literacy will be passed down to their offspring (Mensah, 2013).

Mesfin, (2022). Stresses that parents/family play a great role and determine to a great extent the student's ability to continue with his or 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 guidance and counseling. However, in Buyende parents have failed to support their children claiming that the NRM government has paid it all through Universal Secondary Education. In this instance, the parents avoid and detach themselves from their duties, which include paying additional fees, maintaining regular communication between the home and the school, participating fully in decisions that affect their children's attendance, and funding the purchase of educational supplies like textbooks and uniforms in addition to attending school functions. Thus, it is very challenging to retain pupils and ensure their academic performance without appropriate and substantial parental support (Nankwanga, 2019).

In addition to the above, in case you need the best for your children's academics, let your children 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 (Marlou, & Maricel 2020).

Furthermore, Kwarteng, Asiamah, Opong, Nkansah, Issaka, & Kweku (2022), cited The Epstein model of 1995 (Epstein, 1995) which widely talk about the three overlapping environments that fulfil 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.

In relation to the above, Simweleba, & Serpell (2020) assert that it is important 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 less 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.

2.4.2 The level at which parents monitor their children 'school activities

Wolf, (2022), advises that, any responsible parent must participate in their children' education by keeping in touch with their child's instructor (s) frequently, making sure that their children finish their homework every night, help them with their schoolwork, but don't complete it yourself, 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.

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 teacher (Orwasa & Orodho, 2018).

In support of the above, Annie E. Casey Foundation (2022), emphasizes that 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 important to note that parental engagement 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.

2.4.3 The effects of parental involvement on the students' academic performance

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. 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.

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. 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.

Furthermore, Nadenge, M. G. (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. The analysis demonstrates the complexity of the relationship between socioeconomic status, parenting characteristics, and academic achievement Amaro, Galalde, Lluisma, Oczon, Turado, Dexter, & Bernales, (2020).

In relation 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 Cai (2003) 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 math assignment achieved better Math 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, & Serpell 2020).

2.4.4 The challenges parents encounter while trying to get involved in their children's academics

According to Wolf, (2022), family size is a very big challenge that parents with big families especially polygamous families face as a hindrance towards their desire to fully support and monitor their children's academic progress. This is worse in developing countries like Uganda where most parents in the villages are below the poverty line but having more than one family to take care of. It can be deduced that there is a strong

negative correlation between number of siblings and the academic performance of pupils. This is in line with Tangalin, & Maricel (2020) who claims that children from larger families are found to do worse than children from smaller families via academic performance.

In addition to the above, Cahit and Metin (2020), assert that parental socio-economic status highly affects the students' academic performance, this is because parents with a low social-economic status usually have poor earning jobs/occupation, and yet they may be having a very big family which may prevent them from supporting and monitoring all their children's academic performance. More to that, such parents usually care at feeding the family and giving them the basic wants than paying attention to the children' academic future (Nadenge, 2015).

In relation to the above, Otieno, et al, (2020) laments that culture and home beliefs are another challenge when it comes to parents' involvement into their children's academics, some families have a belief that boys are supposed to be left to take care of themselves without a lot of monitoring, others think that girls can be given a chance to go to school but the moment they are start moving out with men, you let go and instead encourage them to get married. Some other parents think that since their parents did not extend to them similar support and close monitoring of their school activities, so they have to treat their own children the same way they were treated.

Furthermore, the United States Department of Education noted in 2015 that poverty is a significant factor in explaining performance gaps between sub-urban and sub-district areas. But other factors have contributed to the variations in students' academic success as well. According to Sika and Darko (2021), the socioeconomic status of parents has trumped other educational impacts such parental participation, and valuing of education especially in less developed countries like Uganda where the highly educated are paid so little compared to political figures and people in the entertainment sector.

2.5 Research Gap

After the review of related literature, the researcher realized that the related studies are dealing with social economic status and parental involvement, parental academic level and parental involvement, but none of them was carried out in Buyende district. It is upon this background that the researcher decided to investigate the role of parental involvement and children's academic performance in Buyende District.

CHAPTER THREE

This chapter consists of the research methodology, area of the study, population and sampling technique, data analysis and ethical considerations.

3.0 Research Methodology

3.1 Research Design

The study adopted a cross-sectional survey design. A cross sectional survey design was used because it is not costly to perform and does not require a lot of time. A research design consists of the research methods which entail some of the techniques that a researcher used to gather measure and analyze data (Creswell 2014). Cross sectional survey designs employed a descriptive statistic in order to make inferences about possible relationships between variables. The researcher also employed a mixed methods approach to analyze both qualitative and quantitative data. Data was collected using the interview guide and questioners respectively.

3.2 Area of the Study

Buyende District is located in the East of Kampala 166km from the main Town and the distance from Kamuli Town to Buyende District Headquarters via Nabirumba is 30km. Buyende borders the districts of Amolator, Kaberamaido and Serere in the north of Lake Kyoga, Pallisa in the north east, Kaliro in the east, Luuka and Kamuli in the south and Kayunga in the west.

3.3 Population and Sampling Techniques

3.3.1 Population

The study was carried out in Buyende district. The district has 22 secondary schools of which 4 are government and 18 are private. In this research the researcher decided to concentrate on only the government schools (4) because they have a clear track record of the parents of each child, where they live, what they do to earn a living and how many people they are taking care of in their families, which information is so key for this study yet the private schools do not have any clear information above that desired information. The study population therefore included head teachers, class teachers, parents, students. This totaled to 250 participants. These were interviewed so as to get

a variety of views which will make the study findings more reliable and comprehensive for the benefit of this public.

3.3.2 Sample Size Determination

According to Katamba & Nsubuga (2014), sample size is the portion or subset of the total population. The sample size was determined by the sample size determination table by Krjcie & Morgan (1970). Basing on Krejcie & Morgan (1970) table, from the total population of two hundred and Fifty (250), Two hundred (200) participants were selected to participate in this study. These included four (4) head teachers (one head teacher per school), forty (36) class teachers, one hundred (80) Parents, one hundred and six (80) students, as clearly distributed in Table 1 below. These respondents were selected in order to obtain valid and reliable information necessary for this study.

Table 1: Population, Sample Size and Selection

Category of Respondents	Population	Sample Size	Sampling Technique
Head teacher	4	4	Purposive sampling
Class teachers	40	36	Purposive sampling
Parents	100	80	Simple random
Students	106	80	Simple random
Total	250	200	

Source: Self Constructed by Researcher Basing on Krejcie & Morgan (1970) table and MoES (2021)

3.3.3 Sampling Selection

The sampling methods provide information required about the selection of the samples. It also provides a detailed foundation where the research sample can be drawn, and for a population that is enough for a high-quality selection of the participants (Lewis &

Ritchie, 2003). The research was based on stratified, purposive and simple random sampling.

3.3.3.1 Purposive Sampling

This was used to interview the Head Teachers, Deputy Head teachers, Directors of Studies, and university administrators used in this research. These acted as the key informants of this study given the positions they hold in their respective institutions and the experience they have. This kind of data was useful during qualitative analysis.

3.3.3.2 Simple Random Sampling

"A technique used for drawing a sample in such a way that each unit of the population has an equal and independent chance of being included in the sample, making it the least biased technique in selection process," according to Kothari (2014), is what simple random sampling technique is. For every classroom instructor in every school, two sets of identically sized little pieces of paper were made; however, the papers bearing the word "Yes" were only given to the required number of teachers per school, while the remaining teachers received the word "No." Every teacher was instructed to remove only one piece of paper from the container once they were all placed inside. Teachers were eligible to participate in answering the questions if their writing on the page said "Yes." Students in the chosen schools in the Buyende District were taught using the same methodology.

3.4 Variables and Indicators

There are different classifications of variables; that is, a Dependent Variable (DV) and an Independent Variable (IV). According to Creswell (2014), a variable is considered as a measurable feature that tends to assume different values among the study subjects. This study looked at parental involvement as an independent variable and students' academic performance as the dependent variable. Students' academic performance can be influenced by parents support via buying scholastic materials, paying school fees, helping the children via homework among others. The parents must also monitor their children's school activities regularly and communicate promptly with the teachers.

3.5 Measurement of Variables

According to Kothari (2013), there are four types of measurement levels namely, ordinal, nominal, ratio and interval. The ordinal scale refers to ranking of the measure in order of importance. Nominal scale measures only terms of names or designation of discrete units or categories. Ordinal scales measures in terms of such value as more or less or larger or smaller but without specifying the size of the intervals. Ratio scales measures in terms of equal intervals and an absolute zero point. In addition, a Likert scale is a scale used when responding to a questionnaire whereby respondents specify their level of agreement or disagreement to a statement. The respondents were asked whether parental involvement has an effect on students' academic performance in Selected Secondary Schools in Buyende District. The nominal scale was used for gender and education level, while the interval scale was used for the period one has been in school.

3.6 Procedures for Data Collection

The researcher sought approval from the Uganda Christian University Research Ethics Committee (REC) as well as School of Education to ensure that the ethical guidelines are followed throughout the data collection process. Each questionnaire contained an opening introductory section requesting for the respondent's cooperation in providing the required information for the study. The respondents were further assured of confidentiality by requesting them to sign the confidentiality forms and informed consent forms before they participated in the study. They were further promised to be provided with the study findings since they were only for academic purposes.

3.7 Data Collection Methods

3.7.1 Questionnaire Survey

According to Katamba & Nsubuga (2014), a questionnaire survey is a set of questions designed by the researcher for purpose of collecting data. The questionnaire had close ended questions where answers were based on a Likert scale of 1-3 where 1=Agree (A), 2= Neutral (N), 3=Disagree (D), Respondents were only required to tick the best suitable answer about the subject matter. The researcher tried to apply the process of guiding the respondents where necessary in ensuring that the right information is collected

from the respondents. The questionnaire also included some open ended questions which required the respondent to give more details about the subject matter in that way giving the respondents an opportunity to express their opinion freely.

3.7.2 Interviews

Interview guides were used to conduct face-to-face interviews with the key people having the in-depth information about the topic in question. In this case it was the head teachers. A list of current topics and questions that were covered throughout the interviews was included in the interview guide.

3.7.3 Focus Group Discussion

A focus group is a research method that brings together a small group of people to answer questions in a moderated setting. The group is chosen due to predefined demographic traits, and the questions are designed to shed light on a topic of interest. In this research it was used to interview small groups of students since they had in-depth information and they could all be got at school on the same day.

3.8 Data Collection Instruments

In this study, three different kinds of data collection tools were employed. These comprised the focus group talks, interview guides, and questionnaires; a brief explanation of each is provided in the subsection that follows.

3.8.1 Questionnaire Guide

The Questionnaire guides tool was used to collect quantitative data from the 80 randomly selected parents (respondents) as reflected in the table of sample size. Questionnaire guides were used for this category of respondents even when they had in-depth information simply to save time because their number was too big to be interviewed and it was hard to find all of them in the same place at the same time. The questionnaire contained a list of possible alternatives from which respondents had to select the answer that best suits the situation. The questionnaires include closed-ended questions for each of the objectives and the respondents were requested to tick their preferred option. Questionnaires are advantageous because the researcher took a short

time to cover a large population, and this information was validated using data from secondary information. The questionnaires were further used because they permit anonymity that results into more honest responses and they are the best instruments for quantitative research.

3.8.2 Interview Guide

This tool was used to collect information that could not be directly observed and yet it can be good for the research problem which only depended on respondents' opinions. It was also good because it gave the research control over the line of questioning hence saving time. Data obtained during the interviews supplemented that of the questionnaire. Interviews were conducted with head teachers. This helped the researcher to get first hand data since the respondents were giving individual opinions compared to the questionnaire method. It also involved meeting respondents face -to -face which gave the researcher to observe the respondents' body gestures in relation to what they were responding.

3.8.3 Focus Group Discussion

A focus group discussion tool was designed with several questions depending on the objectives and people were interviewed together in small groups. The groups were chosen due to predefined demographic traits, and the questions were designed to shed light on a topic of study. In this research it was used to interview the students since they had in-depth information and they could all be got at school on the same day.

3.9 Quality Control

Validity and reliability of the research instruments were measured as follows:

3.9.1 Validity of Instruments

Validity is the degree of soundness of measurements used in a research study (Stephanie 2016). To ensure validity of instruments, the instrument was developed under close guidance of my supervisor. There was a pilot-test of all data collection instruments to a tenth of the teachers in the sample. This helped to identify ambiguous questions in the instruments and be able to re-align them to the objectives. For the questionnaire, the researcher used a test-retest method where a respondent who complete the

questionnaire was asked to complete it again after two weeks and his/her choices compared for consistency. According to Amin (2005), test-retest or stability test provides evidence that scores obtained on a test at one time (test) can be the same or closely similar to the earlier one when the test was administered some other time (re-test). Additionally, the instrument was validated by focusing on the questions that the researcher asked experts. A content validity index was calculated there after using the following formula;

$$\text{Content validity Index (CVI)} = \frac{\text{Relevant items by all judges as suitable}}{\text{Total number of items judged.}}$$

Ten questionnaires were pilot-tested in a secondary school that did not participate in the study. Each questionnaire had 30 items. Hence;

$$\text{Total items} = 30 \times 10 = 300$$

$$\text{Invalid items} = 45$$

$$\text{Relevant items} = 300 - 45 = 255$$

$$\text{CVI} = 255/300 = 0.85$$

The instrument was said to be valid since the CVI was 0.85 which was far above 0.7 the recommended value for validity, this implied that the questionnaire is valid for data collection. Results from the field helped to identify gaps and made modifications to the instrument where it was necessary. Similarly, the questionnaire items were constructed such that they were related to the questions in order to ensure that the research questions were well covered.

3.9.2 Reliability of the Instrument

Reliability of the questionnaire instrument was assessed using Cronbach's coefficient alpha (Mugenda & Mugenda 2003). A pilot study was carried out on 10 respondents and the reliability results were computed using the Statistical Package for the Social Sciences (SPSS).

Table 2: Reliability indices for the questionnaire

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No. of Items
.806	.798	20

The Cronbach's alpha is 0.806 as indicated in Table 2 above, 0.7 the recommended reliability value (Amin 2005, p.11), it implies that the questionnaire was suitable for data collection. This showed that the questionnaire was reliable.

3.10 Data Analysis, Presentation and Interpretation

Data analysis involved use of both quantitative and qualitative approaches as shown below:

3.10.1 Quantitative Data Analysis

The Completed data collection tools were double checked by the researcher before data entry. Parents filled questionnaires to provide quantitative data. Quantitative data from questionnaires were coded and summarized using descriptive statistics, measures of variability, frequency distributions and percentages. They were thereafter analyzed using Statistical Package for Social Sciences (SPSS) version 20 for proper cleaning and analysis; the collected data was transcribed coded and then analyzed. Analysis was also carried out using descriptive, correlation and simple regressions on the variables of the study. It was also presented using mean and standard deviation (Creswell 2014).

3.10.2 Qualitative Data Analysis

Head-teachers and students were interviewed using interview guide and focus group discussion respectively. The first step in the analysis of the qualitative data was reviewing and categorizing the textual data under different themes of interest to the study objectives. In other words, a thematic approach was used to analyze qualitative data where themes, categories and patterns were identified. To facilitate the codification, the researcher used content and thematic analysis for the preliminary

data coding. Coding started immediately after the interviews had been transcribed. This early coding helped in categorizing data and understanding the collected information. A de-identification process was conducted during data analysis to ensure the anonymity of respondents. Finally, direct quotations of individual responses that explain the respondents' views and bring out their voices was identified and presented in the respondents' own words to give more insight into the issues under study (Creswell 2014).

3.11 Ethical Considerations and Approvals

The respondents were assured of confidentiality of the information they would provide and that the study findings would be used for academic purposes only. Respondents were further be guaranteed of their personal protection and that they reserve the right to refuse or accept to be interviewed.

3.11.1 Ethical Consideration

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 Buyende District was sought from the LC 5 chair person, District Education Officer (DEO), and Head-teachers for the selected secondary schools. The researcher did all that to ethically consider the privacy or the secrets of the respondents, their names and responses were not be disclosed and this left both the researcher and the respondents on clear terms and conditions that allow a smooth research and data collection.

3.11.2 Informed Consent

An informed consent form (Appendix 1 and II) that elaborate on the purpose of the study was filled by all those who participated in the study. This enhanced confidentiality of this research which increased the respondents' participation. The respondents and participants were also informed that participation in the study was voluntary and they have a right to accept or decline to participate or withdraw from the study anytime.

3.11.3 Participants' Confidentiality

In trying to protect participants' confidentiality, each participant's record was given a unique ID number. Participants were given a written consent before participating and confidentiality and anonymity was emphasized at every stage. Data identifying individual subjects was restricted to those 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). Names and other identifying information from subjects were obtained for quality assurances purposes only and no individual was identified by any study report.

3.12 Study Methodological Constraints

The study was constrained by the following study challenges:

The time frame for the completion of this research is a major limiting factor which may affect the comprehensiveness of the research. The time frame allocated to the study could not enhance a wider coverage as the researcher has to combine other academic activities and work schedule. This was solved by the researcher through giving more time to the research and tried to request fellow subject teachers to help her at school where she could not completely be available. The researcher also created extra lesson when she was available at school to compensate what was lost when she was away for data collection.

The researchers meet un-co-operative respondents who were not willing to give information. This was solved by the researcher through showing and giving them a copy of an introductory letter and promising them that the information they were to give was to remain confidential.

Lastly the finances for the research work could not allow for a wider coverage as resources are very limited and yet the researcher already had other academic bills to cover. This was addressed by getting soft loans from friends and relatives.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.0 Introduction

This chapter presents the detailed presentation, analysis and interpretation of findings from the field. The study findings are presented, following the study objectives as follows; the rate of parental support towards their children's academics in selected secondary schools, the level at which parents monitor their children's school activities in selected secondary schools, the effects of parental involvement on the students' academic performance in selected secondary schools; and the challenges parents, encounter while trying to get involved in their children's academics in selected secondary schools in Buyende district.

4.1 Demographic Characteristics of Respondent

The demographic characteristics look at the respondents' distribution across sex of the respondents, age bracket, highest education level, and years spend in school. This is indicated in the Table 4.1:

Table 4.1: Demographic Characteristics of respondents

Variable	Category	Freq.	Percentage
Sex	Male	85	53.1
	Female	75	46.9
	Total	160	100
Highest level of education	PhD	3	1.8
	Masters' Degree	5	3.1
	Bachelors' Degree	27	16.9
	Diploma holder	106	66.3

	Certificate holder	19	11.9
	Total	160	100
Age Bracket	18 - 27years	16	10
	28 - 37 years	32	20
	38 - 47 years	75	46.9
	48 - 57 years	29	18.1
	Others (Above 58 years)	8	5
	Total	160	100
Years spent serving in school	Less than 5 years	13	8.1
	6-10 years	72	45
	11 -15 year	54	33.8
	Above 15 years	21	13.1
	Total	160	100

Source: Primary data, 2023

The response rate is $160/200 \times 100 = 80\%$ which is an accepted response rate because it is representative enough of the total population.

The sex was one of the variables the study analyzed. This was intended to find out whether the sample selected was balanced in terms of gender. Table 4.1 shows that the majority of the respondents (53.1%) were male and (46.9%) were female respectively. This implies that gender parity is not considered when looking at helping their children academically. In support of this, Salfer (2017) asserts that gender balance

has been emphasized and encourage while promoting children education attainment in Uganda; and this can be observed in this study.

Majority (66.3%) of the respondents were diploma holders, followed by those (16.9%) with bachelor degrees; and the least (1.8%) were PhD holders. This implies that most of the parents are qualified at diploma level and competent enough to help their children's academics.

In terms of age bracket, majority respondent (46.9%) belongs to age bracket of 38-47 years, followed by (20%) in age bracket of 28 - 37 years, and the least (5%) were aged between above 58 years. The implications are that each of the respondents was from different age group or generation differences. This further indicates that most of the parents with children in secondary education are still energetic enough to support their children's academics.

Respondents were further asked to reveal the years spent as parents at the school. From the above, majority of the respondents (45%) indicated they have been serving with schools for 6-10 years. Also, (33.8%) of the respondents have indicated 11 - 15 years and only (8.1%) mentioned of less-than 5 years. The implications are that all the participants are familiar with the secondary schools activities, and have been involved in providing parents support to children's academics.

4.2 The Rate of Parental Support towards Their Children's Academics

The study found out parents' opinion on the rate of parental support towards their children's academics in selected secondary schools in Buyende district. Table 4.2 provides in summary of their views in frequency and percentages, in addition to mean as indicated in table below.

Table 4.2: The Rate of Parental Support towards Their Children’s Academics

Statement	Extent of (dis)agreement			Mean
	Agree	Neutral	Disagree	
	<i>f (%)</i>	<i>f (%)</i>	<i>f (%)</i>	
I pay school fees in time for my children	144 (90%)	16 (10%)	0 (0.0%)	1.10
I provide most of the scholastic materials requested at school	139 (86.7%)	13 (8.3%)	8 (5%)	1.23
I guide my children via homework where necessary	125 (78.3%)	19 (11.7%)	16 (10%)	1.28
I create a conducive reading environment at home for my children.	112 (70%)	21 (13.3)	27 (16.7%)	1.30
I guide my children in making good career choices	101 (63.3%)	24 (15%)	35 (21.7%)	1.47
Offering guidance and counseling sessions to the children.	91 (56.7%)	29 (18.3%)	40 (25%)	1.74
I make sure that I give my children a balanced deity	80 (50%)	35 (21.7)	45 (28.3%)	2.00
I make sure that my children are not given a lot of household tasks chores while at home to allow them time to revise	75 (46.7)	37 (23.3%)	48 (30%)	2.23

Source: Primary Data, 2023

Table 4.2 represents the descriptive statistics on the rate of parental support towards their children's academics in selected secondary schools in Buyende district. The results show that 90% of the respondents agreed to the statements that parents pay school fees in time for their children (represented by Mean= 1.10); this was followed by 86.7% of the respondents who agreed that parents provide most of the scholastic materials requested at school (represented by Mean=1.23); It was also revealed that parents' guide their children via homework where necessary, and this was agreed by 78.3% (represented by Mean=1.28); it was further revealed that, 70% of respondents agreed that parents create a conducive reading environment at home for their children (represented by Mean=1.30); It was also established that 63.3% of the respondents agreed that they guide children in making good career choices (represented by Mean=1.47); The study further revealed that 56.7% agreed that they were offering guidance and counseling sessions to their children. This was represented by a mean=1.74); when asked whether they make sure that they give their children a balanced diet, 50% of the respondents agreed to the statement (represented by Mean=2.00); Lastly it was revealed that only 46.7% of the respondents agreed that they make sure that the school going children are not given a lot of household tasks/ chores while at home to allow them time to revise (represented by Mean=2.23).

The first objective was also set to find out the rate of parental support towards their children's academics in government secondary schools in Buyende district. Interview and focus group discussions were schedules to solicit information from the head teachers, classroom teachers and students.

When they were asked: the respondents to what extent do parents offer support towards their children's academics in government secondary schools in Buyende district?

The results revealed that parents pay school fees in time for their children. One of the interviewed participants had these to say;

“...parents always clear their school dues in time as required by the school to help them carryout their academic requirements’ effectively. Sometimes, this help students to avoid getting stressed by the time they attend class lessons. If school fees are paid in time, It makes it possible for school function which requires money to move on very fast....’. (Head teacher from School C)

This implies that for every secondary school to function well, there is a need for parents and guardians to clear a given amount of school fees in time. Despite, government aided secondary schools receiving financial assistance from the government, there are other activities and needs the schools have to achieve without government intervention but from the little money the parents contribute.

From the field study, it was revealed that parents provide most of the scholastic materials requested at school. One of the focus group participants had this to say;

“... children attending schools in rural community face a challenge of inadequate materials to help them in revision and conducting self-study. However, most parents and guardians are always requested to provide scholastic materials to their children prior to official term office opening. Parents always provide necessary scholastic materials including textbooks, art books, and pamphlets to help their children achieve excellent academic outcomes but not material for revision....”. (Classroom teacher from School A)

This means that parents always provide scholastic materials in form of textbooks, excise books, pamphlets, magazines, sets and sanitary pads for girls to encourage their children concentrate on their academic work. Scholastic materials come in many shapes and sizes, but they all have in common the ability to support learning. Scholastic materials make lessons interesting, learning easy and real, as well as enable teaching staff to easily express concepts.

More so, respondents also revealed that parents’ guide their children via homework where necessary. One of the focus group participants had this to say;

“... parents always help their children to do their homework and this is encouraged by schools across the country for parents to help their children with homework. Helping

with homework is one of the vital things that parents say they can do to support their children's learning...' (Student from School A)

This means that parents helping with homework cultivates positive learning behaviors, reinforces class materials and signals the children that their education is vital. Thus, parents play an important role in their children's learning when they help with homework. Importantly, children with low scores benefited the most when their parents frequently helped with homework.

Additionally, the study revealed that parents create a conducive reading environment at home for their children. One of the interviewed participants had this to say;

'... parents have deliberately created a conducive reading environment at home for their children to carry out self-revision. They have organized reading rooms at home, book shelves with variety of textbooks for different classes and novels, as well as proper lighting and reducing on the house chores for school going children. This has created a great reading environment at home for their academic excellence....' (Head teacher from School D)

This implies that many parents believe that if they simply provide their children some reading materials that should be enough to encourage them to read. Unfortunately, this is far from the truth. As parents, they have to make a deliberate attempt, to create an environment that is conducive to learning and reading in homes.

The study revealed that parents 'guide their children in making good career choices. Another key participant had this to say;

'... parents always aid and guide their children to make the right decisions. They always support their child's decisions, give them freedom and time to discover their skills; thus, provide motivation to develop and achieve them. It is true, parents influence the level of education or training that their children achieve; the knowledge they have about work and different choices;'. (Head teacher from School C)

The above study findings mean that ensuring that children are set up for a successful career, future financial security as well as good quality of life is a pressing challenge

for every parent across the globe. As parents, children shall look up to them for proper advice and guidance. Thus, parents have a key role to play in the decision-making and the general career path for their children.

The results show that parents are involved in offering guidance and counseling sessions to the children. One of the interviewed participants had this to say;

“.....parental counseling is essential since it shall enable parents to know of any challenges that may affect their children. These may include issues with teasing or bullies, challenges with academic concentration in certain subjects, and other social challenges. Guidance and counseling sessions allows parents to gain necessary information that can help the child get the right guidance and counseling.”. (Head teacher from School A)

This means that parental counseling is a crucial to the success of children’s education. Through parental counseling, parents can teach their child vital values such as honesty, self-discipline, self-control, as well as dignity. Parental counseling allows parent to know whether a child is benefiting from counseling services offered at school. It also allows a parent to gain necessary information that can help the child get the right guidance and counseling.

From the field study, the study revealed that parents make sure that they give their children a balanced deity. One of the focus group discussion participants had these to say;

‘... parents try their best to give their children the required and recommended food staff. Parents ensure that their children are eating a wide variety of nutritious foods from all the different food groups. Eating food containing vital nutrients helps children grow and is essential for children’s mental and physical development to concentrate on their academic work....’ (Classroom teacher from School B)

This implies that parental support such as preparing fruits and vegetables for the children boost their children immunity and body health to have energy and concentrate towards their academic work like home work. In addition to that, health children are

most times energetic and tend to be less sickly, and more determined to concentrate on their academic work.

Lastly, the study revealed that parents make sure that their children are not given a lot of household tasks chores while at home to allow them time to revise. Another key participant had this to say;

“... parents try their best to make sure that their children are not over worked. Less domestic work is assigned to them so as to reserve some time for self-revision. Parents make sure that their children devote at-least two hours every evening for self-revision before going to bed. Some parents try waking-up their children morning hours to have morning revision. However, some parents don’t mind at all. Their children are more involved in domestic work especially fetching water, collecting firewood, cooking as well as taking care of their young brothers and sisters...” (Head teacher from School B)

This means that most of the parents engaging their children in household chores while at home, then allowing them time to revise. It is true doing home chores helps children learn about what they need to do to care of themselves, and a family, they also learn skills they can use in their adult lives like preparing meals, cleaning, organizing and keeping a garden; however, such responsibilities take a lot of their time for academic concentration. Children spend a lot of their time in washing utensils, cooking and cleaning rather than revising and this account for the declining academic outcomes.

In order to determine the level of prediction and significance of the rate of parental support towards their children’s academics in selected secondary schools in Buyende district; the researcher used a regression model analysis and the F-ratio to determine specific significance levels of the rate of parental support towards their children’s academics in selected secondary schools. The researcher used years spent serving in school as the predictor in the regression model as presented below.

Table 4.3: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.931 ^c	.866	.843	.23481

Table 4.4: ANOVA^d

Model	Sum of Squares	df	Mean Square	F	Sig.
1	24.276	6		36.692	
Regression	3.749	54	2.023		.000 ^c
Residual	28.025		.055		
Total		60			

Predictors: (Constant), the rate of parental support towards their children’s academics in selected secondary schools in Buyende district includes; guiding children via homework, paying school fees in time, providing most of the scholastic materials, creating a conducive reading environment at home; guiding children in making good career choices; and offering guidance and counseling sessions as well as giving children a balanced diet.

Table 4.5: The rate of parental support towards their children’s academics in selected secondary schools in Buyende district.

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)							
Paying school fees in time for children	.880	.124		7.125	.000	.634	1.127
Providing most of the scholastic materials requested at school	0.534	.179	.483	2.984	.004	.177	.891
Guiding children via homework	.261	.061	.475	4.319	.000	.141	.382
Creating a conducive reading environment at home for my children	.210	.082	.377	2.555	.013	.046	.373
Guiding children in making good career choices	.153	.098	.188	1.563	.122	.042	.347
Offering guidance and counseling sessions to the children	.210	.082	.377	2.555	.013	.046	.373
Making sure that I give my children a balanced deity	.222	.058	.325	3.849	.000	.107	.336

Making sure that children are not given a lot of household tasks chores while at home to allow them time to revise	.092	.075	.174	1.235	.221	-.057	.241
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a. Dependent Variable: Academic Performance

From the Model Summary Table above, an overview of the results shows that the R square and Adjusted R Square values are 0.914 and 0.902 respectively; implying that the weighted combination of all the predictor variables explained approximately 91.4% of the variance of the rate of parental support towards their children’s academics in government secondary schools.

From the ANOVA table, the prediction model was statistically significant, $F(10, 70) = 74.291$, $p \text{ value} < 0.000$ and accounted for approximately 91.4% of the variance of the relationship between the rate of parental support and children’s academics in selected secondary schools. From the coefficients table, guiding children via homework, paying school fees in time, providing most of the scholastic materials, and creating a conducive reading environment at home received the strongest weight in the model; whereas, guiding children in making good career choices; and offering guidance and counseling sessions as well as giving children a balanced diet received almost the lowest weight as shown in the coefficients table above.

4.3 The Level at Which Parents Monitor Their Children’ School Activities

The study established the level at which parents monitor their children’ school activities in government secondary schools in Buyende district. Table 4.6 provides in summary of their views in frequency and percentages, in addition to mean as indicated in table below.

Table 4.6: The level at which parents monitor their children' school activities in government secondary schools

Statement	Extent of (dis)agreement			Mean
	Agree	Neutral	Disagree	
	<i>f (%)</i>	<i>f (%)</i>	<i>f (%)</i>	
I always give feedback to teachers about my children's weakness and strength after guiding them via their homework.	142 (83.3%)	13 (8.3%)	5 (3.4%)	1.21
I always attend PTA meetings to get a chance to air out new proposals for my child's academic success.	128 (80%)	19 (11.7%)	13 (8.3%)	1.24
I always follow up my child' class participation regularly	44-117 (73.3%)	9-24 (15%)	7-19 (11.7%)	1.34
I regularly monitor my child's class attendance	104 (65%)	21 (13.3)	35 (21.7%)	1.39
I regularly monitor my child's Performance during continuous assessment meetings	93 (58.3%)	24 (15%)	43 (26.7%)	1.72
I always provide the necessary equipment to my children to participate in their favorite co-curricular activities	83 (51.7%)	32 (20%)	45 (28.3%)	1.98
I frequently monitor the kind of friends my child associates with at school.	77 (48.3%)	35 (21.7)	48 (30%)	2.19

When I am called at school for any issue about my child, I attend in person and try to solve it accordingly.	72 (45%)	37 (23.3%)	51 (31.7%)	2.21
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Source: Primary Data, 2023

Table 4.6 represents the descriptive statistics on the level at which parents monitor their children's school activities in government secondary schools in Buyende district. The results show that 83.3% of the respondents accepted to the statements that parents always give feedback to teachers about their children's weakness and strength after guiding them via their homework (represented by Mean=1.21); this was followed by 80% of the respondents who agreed that parents always attend PTA meetings to get a chance to air out new proposals for my child's academic success (represented by Mean=1.24). It was also revealed that parents always follow up my child's class participation regularly, and this was agreed by 73.3% (represented by Mean=1.34); it was further revealed that, 65% of respondents also agreed that parents regularly monitor their child's class attendance (represented by Mean=1.39). It was also established that 58.3% of the respondents agreed that they regularly monitored their children's Performance during continuous assessment meetings (represented by Mean=1.72). 51.7% of the respondents accepted that they always provide the necessary equipment to their children to participate in their favorite co-curricular activities. (Represented by Mean=1.98). I was also established that 48.3% of the respondents agreed that they frequently monitor the kind of friends my child associates with at school (represented by Mean=2.19). Lastly, 45% of the respondents agreed that whenever they are called at school for any issue about their children, they attend in person and try to solve it accordingly (represented by Mean=2.21).

The second objective was also set to the level at which parents monitor their children's school activities in government secondary schools in Buyende district. Interview schedules were used to solicit information from the head teachers, classroom teachers and students.

However, when they were asked: To what extent do parents monitor their children's school activities in government secondary schools in Buyende district?

The results revealed that parents always give feedback to teachers about their children's weakness and strength after guiding them via their homework. One of the interviewed participants had this to say;

“... after parents getting involved sharing and guiding their children, they can easily understand areas where their children have weaknesses and contact their teachers to focus on those areas. This feedback to teachers on students' strength and weaknesses help individual teachers to understand the areas of weaknesses thus able to add more efforts to rectify the situation. It also helps individual students to understand the subject they are studying and gives them clear guidance on how to improve their learning procedure.....’ (Head teacher from School C)

This implies that feedback is one of the most vital teaching and learning techniques that puts out a direct impact on the process of acquiring knowledge. Sharing information concerning students' academic performance between parents and teachers can be used as a ground for helping them. Such feedback helps learners to improve confidence, self-awareness and enthusiasm for finding solution to what seems to be hard in class and eventually this enhances their performance in academics.

The study also noted that parents always attend PTA meetings to get a chance to air out new proposals for their child's academic success. One of the focus group discussion participants had these to say;

‘... parents attending school meetings can easily help them to share their proposals or air out their grievances thus able to strategize for the best teaching practices for the betterment of their students' academic outcomes. Therefore, a parent-teacher conference is of vital opportunity to share academic progress and growth based on classroom observations, assessments, testing data, and assignments. (Classroom teacher from School B)

This implies that parent-teacher meetings are a routine part of the school's yearly calendar and plays a huge role in shaping the educational journey and future academic

success. Parents well understand their children's habits, challenges and skills like no other person does, whereas, teachers always act as children's second parents and observe them for hours on daily basis in the classroom. When these two (teachers and parents) develop a strong bridge to help out a child, the child will excel.

From the field study, it was revealed that parents always follow up their children's class participation regularly. One of the interviewed participants had this to say;

“... Parents' routine monitoring of our classroom participation makes us to take education more seriously, display better behavior in school as well as being responsible for our actions because we are aware that our parents are actively involved in our academic journey. Parents participation helps to extend teaching outside the classroom, creates a more positive experience of us the children and helps us to perform better when we are in school in order not to disappoint our parents...” (Student from School D)

This implies that it is essential for parents to support the learning that happens in schools setting and home as well. Good parent-school partnerships are one of the best ways to support children's learning, development and wellbeing. Most children whose parents are involved in school academic activities tend to perform better at school, settle better into school programs, and feel valued and vital because their parents are taking an interest in their lives. Indeed, such children always develop positive social skills by watching parents and school teaching staff interacts respectfully and on the other hand they feel empowered to raise concerns and negotiate solutions with their teachers.

Further, the study also revealed that parents regularly monitor their child's class attendance. One of the focus group discussion participants had these to say;

“... parents should be regularly informed of their child's attendance and this can be done through regular notifications. This helps them to stay updated and well informed about their child's academic progress. Such communication is vital for building trust between parents and schools, thus able to help them in ensuring that they are daily involved in their child's education....’ (Classroom teacher from School A)

From the above findings implies that keeping track of learner attendance has been a longstanding struggle for schools, parents and teachers alike. Parents require be notified or consulted first in case of their children in absence from school. This would help to get those students who get involved in indiscipline cases especially peer group influence, dodging classes as well as late coming.

Additionally, the study revealed that parents regularly monitor their child's performance during continuous assessment meetings. One of the head teachers had these to say;

'...parents' involvement in continuous assessment aspects of learners' knowledge and understanding as opposed to final examination also helps them to understand areas where there is a gap. In other words, continuous assessment looks at the learners' overall capabilities in the form of regular assignments. It indeed provides a more accurate and complete picture of the students' level of mastery of competencies and their understanding of what they have learned....'. (Head teacher from School C)

This implies that continuous assessment helps teachers and parents to discover areas where their children are having gap in advance that able to help students to improve for better academic outcomes. Continuous assessment may take too much time out of the learning process but it is detrimental to slower or absentee learner and most probably bore the curious and motivated students.

The study revealed that parents always provide the necessary equipment to their children to participate in their favorite co-curricular activities. Another key participant had this to say;

"...parents always provide required equipment and tools like balls, shoes, text books, sports ware, among others to their children so as to effectively get involved in curriculum and co-curriculum activities, and this has helped students to excel academically but also to develop their talents...'. (Head teacher from School B)

From the above explanation, it is clear that parents try to get involved in supporting their children to stay active in all possible activities of the school both curricular and co-curricular. Learners involve in activities such as indoor games, mediation, athletics,

sports like football and netball, yoga, among others. Parents always encourage their children to effectively participate in these activities because they are part and parcel of curriculum and they make students active and to have a healthy body.

The results revealed that parents frequently monitor the kind of friends their child associates with at school. One of the focus group discussion participants had these to say;

“...parents monitor their children’s connections and friends to avoid or control them from getting involved in peer groups which encourage bad behavior. When parents make a habit of knowing about their children especially what they are doing, who they are with, and where they are; automatically this sets a clear expectation for their behavior with regular check-ins to be sure these expectations are being met. This could reduce these children’s risk of being involved in peer groups, alcoholism and drug abuse, and make sure more time is spent at school for discussions and other academic assignments....’. (Classroom teacher from School E)

This implies that parents monitor the kind of friends their children associate with and this helps them to regulate and control them from getting involved in bad activities and groups. Children shall be controlled from getting involved in substance abuse, and other criminal or immoral activities, and will instead be encouraged to make sure they associate with those friends involved in academic work like group discussions so as to help them excellence in their academics.

Lastly, the study revealed that when parents are called at school for any issue about their child, they attend in person and try to solve it accordingly. Another key participant had this to say;

‘...some parents always attend in person and willingly when they are called at school in case of any issue about their children. However, other students bring ‘fake’ parents from the trading centres or streets. This commonly happen when their parents are less involved in school management (PTA) and have never attended the school meetings....’. (Student from School A)

This implies that parents' timely attending to their children's issues when they are called up is very vital. This can lead to having a joint effort between teachers and parents to effectively handle or discipline or guide children from getting involved in indiscipline behaviors again. Children may end up hearing and respecting teacher and parents joined voices and calm down for their own academic benefits, hence-force, leading to good academic results.

4.4 Effects of Parental Involvement on the Students' Academic Performance

The study established the effects of parental involvement on the students' academic performance in selected secondary schools in Buyende district. Table 4.7 provides in summary of their views in frequency and percentages, in addition to mean as indicated in table below.

Table 4.7: Effects of parental involvement on the students' academic performance in selected secondary schools in Buyende district

Statement	Extent of (dis)agreement			Mean
	Agree	Neutral	Disagree	
	<i>f (%)</i>	<i>f (%)</i>	<i>f (%)</i>	
Whenever I go to school and talk to the teachers about my children' weaknesses an strength, the comeback with better grades	152 (95%)	0 (00%)	8 (5%)	1.05
The attitude of my children about certain subjects improves whenever I advise them accordingly and they end up performing well in that particular subject	142 (88.3%)	5 (3.3%)	13 (8.4%)	1.13
Whenever I buy textbooks for my children, their academic performance improves	123 (76.7%)	16 (10%)	21 (13.3%)	1.29

Whenever my children realize that I monitor their class participation, they improve on their grades	109 (68.3%)	21 (13.3)	30 (18.4%)	1.37
When I help my children to consult their teachers about work which is confusing, they end up performing well.	85 (53.4%)	30 (18.3%)	45 (28.3%)	1.80
Whenever I monitor my student's performance during visitation or class days, they always perform well in the end of term exams	80 (50%)	32 (20%)	48 (30%)	2.00
Whenever I talk to my children about studies, they gain self-confidence and end up performing better	75 (46.7%)	35 (21.7)	50 (31.6%)	2.18
My children bring home good grades whenever I pay school fees in time	67 (41.7%)	40 (25%)	53 (33.3%)	2.27

Source: Primary Data, 2023

Table 4.7 represents the descriptive statistics on the effects of parental involvement on the students' academic performance in government secondary schools in Buyende district. The results show that 95% of the respondents agreed to the statements that whenever parents go to school and talk to the teachers about their children's weaknesses and strength, they comeback with better grades (represented by Mean=1.05); this was followed by 88.3% of the respondents who agreed that the attitude of children about certain subjects improves whenever parents advise them accordingly and they end up performing well in that particular subject (represented by Mean=1.13). It was also revealed that whenever parents buy textbooks for their children, their academic performance improves, and this was agreed to by 76.7% (represented by Mean=1.29); more to that, 68.3% of respondents also agreed that whenever children realize that parents monitor their class participation, they improve on their grades (represented by Mean=1.37). It was further revealed by 53.4% that when parents help their children to consult their subject teachers about work which is confusing, they usually get a clear

explanation and end up performing well (this was backed up by a Mean=1.80). It was also revealed that, whenever parents monitor their children's performance during visitation or class days, they always perform better in the end of term exams. This was supported by 50% of the respondents (represented by Mean=2.00). It was further revealed that, whenever parents talk to their children about studies, they gain self-confidence and end up performing better. This was supported by 46.7% (represented by Mean=2.18). Finally, the study revealed that whenever parents pay school fees in time, children bring home good grades. This was agreed upon by 41.7% (represented by Mean=2.27).

The third objective was set to establish the effects of parental involvement on the students' academic performance in government secondary schools in Buyende district. Interview schedules were made to solicit information from the head teachers, classroom teachers and students.

When they were asked: What are the effects of parental involvement on the students' academic performance in government secondary schools in Buyende district?

The results revealed that whenever parents go to school and talk to the teachers about their children's weaknesses and strength, they comeback with better grades. One of the interviewed participants had this to say;

“... parents-teachers interaction aspect plays an essential role in shaping their children's character. They can greatly help in the child's education journey by encouraging them to get involved in most of the school activities that improve their cognitive ability. In return, the learners' learning outcome, grades and class participation can gradually improve if both the parent and teacher communicate the same issue to the child in an attempt to improve their performance.....’ (Head teacher from School C)

Another focus group discussion participant had these to say;

‘...a teaching staff expects the parents to ensure that the children complete the allotted homework. They also expect the guardians and parents to sit with their children and guide them where necessary as they revise what was covered during various lessons at

the school. On the other hand, parents expect the teachers to share details about the academic performance, attendance and child's behavior in the school promptly....' (Classroom teacher from School D)

This implies that a student can achieve a high level of academic excellence if he or she get support and guidance from both the school as well as family. Teacher to learner and teacher to parent interaction are vital for the child's success. Parents and guardians can help children if they understand what he/she lacks. Therefore, a positive relationship between the teachers and parent can indeed help in improving the students' academic performance.

From the field study, it was revealed that the attitude of children about certain subjects improves whenever parents advise them accordingly and they end up performing well in that particular subject. Interviewed participants had this to say;

'... with parents' career guidance and advices, students tend to develop positive attitude towards particular subjects. Most students are nowadays advised to give more of their time on studying and revising science subjects since it's the government focus so as to benefit from it with time. Therefore, parents have devoted their time and career guidance towards guiding their children to give more of their time to studying sciences' (Head teacher from School A)

The above study findings mean that parental encouragement in secondary schools is vital for children to be successful in school and later in their lives. Parents always want the best for their child and always want them to live a better life than the one they are living. Parents' encouragement is the inspiration or extra boosting given by the parents to the children for their active involvement in academic life. Parental encouragement plays a vital role in the formation of life of children, and it also enables them to face the future challenges of life.

The study also revealed that whenever parents buy textbooks for their children, their academic performance improves. And one of the responds explained;

'... parents are always advised to buy specific type of books for their children, and this would help them to carryout self-revision and have group discussions. Particular books

for specific subjects are always recommended to be bought by parents and be given to their children to help their children have proper teaching-learning process....’. (Classroom teacher from School D)

This implies that if parents buy required and relevant textbooks to their children, it could assist them in finishing their school work if they miss it due to an absence from school for any emergency case. Thus, a textbook is similar to a home instructor. Textbooks aid students’ home revision and peer revision where a teacher is not.

The study revealed that whenever children realize that parents are monitoring their class participation, they improve on their grades. One of the respondents also noted that;

‘... we learners shall take education more seriously, do well academically, display better behavior in school and assume greater roles and responsibility for our actions when we find out that our parents are actively involved in our daily participation in class. Thus, when children realize that their parents do follow-up their participation in class, they consistently become more active in class which is positively associated with a child’s academic performance.....’ (Student from School A)

This means that when parents are fully involved in their education, children do better on a wide range of measures, and these positive effects include; greater self-esteem, more confidence and better behavior. Specifically, children whose parents are more involved in their education have higher levels of academic performance than children whose parents are involved to a lesser degree.

In addition, the study also noted that when parents help their children to consult their teachers about work which is confusing, they end up performing well. One of interviewed participants had this to say;

‘... parents always consult teachers and get guidance from them on how to tackle some of the homework that is a bit confusing, and in turn share the same ideas and knowledge with their children to complete the homework. Parent-teacher interaction is always effective in identifying the academic gaps experienced by learners in class....’. (Head teacher from School C)

Parent-teacher interactions, specifically stimulates responsive parenting practices, which are so influential in a child's academic development. In order for a child to reach academic achievement, parents and guardians must consult and interact with the subject teachers where they feel confused or stuck. The more parental involvement, the more learners are likely to become productive members of society as well as excel in academics.

The study further revealed that whenever parents monitor their students' performance during visitation or class days, they always perform well in the end of term exams. One of the focus group discussion participants had these to say;

‘.....parents always get the opportunity to share with teachers’ issues concerning their children academic performance, behaviors and attendance especially on visitation day. They always sit-down with classroom teachers to be guided on their children’s weaknesses and amicably agree on the possible solution to encourage their children towards concentrating on their academic work....’. (Student from School D)

The above finding implies that students always perform well when they are properly guided after reviewing their performance in tests and final results. This is commonly reviewed during parents’ visitation at school where parent-teachers always have interactions’ concerning students’ academic scores and forge a way forward for improvement.

The study revealed that whenever parents talk to their children about studies, they gain self-confidence and end up performing better. As one of the participants noted that;

‘... when parents help their children on how to handle revision, summarize class notes as well as devoting more time revising their work, this encourages them to become self-confident and resultantly end up performing better. Offering such career guidance can not only help students make more informed decisions, it can also inspire them to achieve new and better goals....’. (Classroom teacher from School B)

This means that with more developed career guidance-planning skills, students are inevitably more confident about making choices, with a firm understanding of the

requirements needed to pursue certain courses. Thus, parents' interaction with their children after reviewing their academic performance during school visitation can help them to refocus their academic goals and they end up performing better in the long run.

Lastly, the study revealed that children bring home good grades whenever parents pay school fees in time. One of the focus group participants had this to say;

‘... when parents pay school fees in time, classroom teachers tend to give us all the required attention. We are not chased away from school for fees and neither can we dodge classes for days at home because you have no excuse to give your parents when they paid school fees in time which is a tendency when they have not yet paid. Children who always attend to daily classes, punctual for classes, as well as having less stress as a result of early payment of school fees have more ample time for self-revision thus improving on their academic results....’ (Student from School A)

This implies that children tend to concentrate in class when they are sure that the school fees have been paid fully in time. They always devote more of their precious time to academic work, attending classes daily and sparing ample time to handle the homework which eventually accelerates their academic outcomes.

4.4.2 Inferential Analysis

This section highlights a series of inferential analyses that were carried out to examine and establish the relationships between the different variables. The study used correlation analysis and regression analysis to examine the strengths and direction of the relationships in the variables as presented below.

The Pearson correlation coefficient (r) was used to establish the relationship between parental involvement and the students' academic performance in government secondary schools in Buyende district as explained in Table 4.8 below.

Table 4.8: The relationship between parental involvement and students' academic performance in government secondary schools

Correlation		Parental involvement	Students' academic performance
Parental involvement	Person correlation	1.000	0.79.3**
	Sig. (2. tailed)	-	.012
	N	60	60
Students' academic performance	Pearson correlation	0.79.3**	1.000
	Sig. (2-tailed)	.012	-
	N	60	60
** Correlation is significant at the 0.05 level (2-tailed).			

Source: Analysis of data, 2023

The results revealed a significant positive relationship between parental involvement and students' academic performance in selected secondary schools in Buyende district ($r = 0.79.3^{**}$, Sig. = .012). The Pearson coefficient r reflects the degree of linear relationship between the two variables, it ranges from negative one and positive one that is $-1 \leq r \leq 1$. If $r=0$, then, there is no relationship between the two variables, if r ranges between $+/-0.1$ to $+/-0.4$ the relationship is weak, if r ranges between $+/-0.4$ to $+/-0.6$ the relationship is moderate and if r lies between $+/-0.6$ to $+/-0.9$ the relationship is strong. Besides if $r=+/-1$ there is perfect relationship between the two variables. However, since the correlation coefficient ($r=0.79.3^{**}$) lies between $+/-0.6$ to $+/-0.9$ the researcher concluded that parental involvement has contributed to students' academic performance are significantly correlated.

4.5 The Challenges Parents Encounter While Trying to Get Involved in Their Children's Academics in government Secondary Schools

The study examined the challenges parents encounter while trying to get involved in their children's academics in selected secondary schools in Buyende district. Table 4.9 provides in summary the views of respondents in frequency and percentages, in addition to mean as indicated in table below.

Table 4.9: The challenges parents encounter while trying to get involved in their children's academics in government secondary schools

Statement	Extent of (dis)agreement			Mean
	Accepted	Neutral	Disagreed	
	<i>f (%)</i>	<i>f (%)</i>	<i>f (%)</i>	
My level of education hinders me from guiding my children pertaining their homework because I don't understand what they teach them	136 (85%)	8 (5%)	16 (10%)	1.24
I always desire to help my children with homework but I come back home so late because of my very busy schedule	131 (81.7%)	16 (10%)	13 (8.3%)	1.23
I earn very little money per month so I cannot pay school fees for my children	120 (75%)	11 (6.7%)	29 (18.3%)	1.27
My family is too big and each child goes to school and at different levels. In that way,	109 (68.3%)	13 (8.3%)	37 (23.4%)	1.37

I have no time for working with each and every one via home work.				
At my home, we don't have a culture of monitoring students' academic performance because we also never received such support from our parents	99 (61.6%)	19 (11.7%)	42 (26.7%)	1.44
Apart from the basic scholastic materials like writing books and pens, I can't afford any other scholastic materials like textbooks.	88 (55%)	21 (13.3%)	51 (31.7%)	1.77
The school policies are so strict that a parent cannot get enough time with the teachers to explain to them the challenges of	72 (45%)	27 (16.7)	61 (38.3%)	2.21
At my home I cannot afford a maid, and for that case the school going children have to do all the household work	24-64 (40%)	12-32 (20%)	24-64 (40%)	2.30

Source: Primary Data, 2023

Table 4.9 represents the descriptive statistics on the challenges parents, encounter while trying to get involved in their children's academics in selected secondary schools in Buyende district. The results show that 85% of the respondents accepted to the statements that parents' level of education hinders them from guiding their children pertaining their homework because they don't understand what they teach them (represented by Mean=1.24); this was followed by 81.7% of the respondents who agreed that parents always desire to help their children with homework but they come back home so late because of the very busy schedule (represented by Mean=1.23). It was also revealed that parents earn very little money per month so they cannot pay school fees for their children, and this was agreed by 75% (represented by Mean=1.27); it was further established that, 68.3% of respondents also agreed that their family is too big

and each child goes to school and at different levels. In that way, I have no time for working with each and every one via home work (represented by Mean=1.37). It was also revealed that 61.6 %of the respondents agreed that at their homes they don't have a culture of monitoring students' academic performance because they also never received such support from their parents (represented by Mean=1.44). It was further revealed that Apart from the basic scholastic materials like writing books and pens, most parents can't afford any other scholastic materials like textbooks. This was supported by 55% (represented by Mean=1.77). the study also revealed that, the school policies are so strict that a parent cannot get enough time with the teachers to explain to them the challenges their children are going through. This was supported by 45% (represented by Mean=2.21). Lastly the study revealed that, 40% of the respondents could not afford a maid at their homes and for that case the school going children had to do all the house work. (This was represented by a mean=2.30).

The fourth objective was set to examine the challenges parents, encounter while trying to get involved in their children's academics in selected secondary schools in Buyende district. Interview schedules were used to solicit information from the head teachers, classroom teachers and students.

When they were asked: What are the challenges that parents encounter while trying to get involved in their children's academics in government secondary schools in Buyende district?

The results revealed that parents' level of education hinders them from guiding their children concerning their homework because they don't understand what they teach them. One of the interviewed participants had this to say;

".... parent's education level is a vital predictor of children's educational and behavioral outcomes. Low levels of education make them to be inferior in helping their children to do homework. They lack knowledge and information regarding the homework and cannot get involved in helping their children.....' (Head teach

This implies that the parents' education level is a vital index of socio-economic status, and as noted, it predicts children's education and behavioral outcomes. In fact,

illiterate parents have no way out to support and guide their children. They don't even know English (that is, reading and writing), therefore, cannot manage to guide and help their children towards handling academic assignments.

The study also revealed that parents always desire to help their children with homework but they come back home so late because of very busy schedule. One of the focus group discussion participants had this to say;

‘...our parents desire to help us in doing our homework but they have not yet achieved it because they always reach home late and tired from work. Sometimes, they always reach home and find us already asleep and they cannot have ample time to interact with us even before going to work in the morning...’ (Student from School B)

This implies that parents sometime reach home already exhausted from work and sometimes they arrive home late at night. In that way they always don't have ample time to interact and guide their children in doing their homework given the nature of their work and the busy schedule.

Furthermore, the study revealed that parents earn very little money per month to manage to pay school fees for their children. One of the focus group discussion participants had these to say;

‘...some parents earning little money cannot afford paying school fees for their children in time. Some of such students tend to be sent back home to collect school fees, thus missing classes which contribute to their poor academic outcomes...’ (Classroom teachers from School B)

This implies that children from low-income background lack access to home reading materials and good environment at home for self-revision and doing homework. Most of such parents earn less than one dollar per day and raising money for school fees is a bit hard. In return, they always fail to pay school fees in time leading their children to be sent back home thus misses classes which eventually leads to low academic outcomes.

During the same interviews, it was revealed that when family is too big and each child goes to school and at different levels, the parents may have no time for working with each and every one via home work; in fact, one of the head teachers explained that;

“... parents always fail to handle or help their children to do their homework especially when the family is too big. Those parents experience difficulties in helping their children daily to do their homework every evening. Those children are mostly from different classes, thus becoming a challenge for the parents to help them in the short time when they have just arrived from school.....” (Head teacher from School C)

This implies that children from extended families experience the challenge of lack of parental support via accomplishing their homework. Parents always fail to help all the students at once in their homework. These students being from different classes, with different homework, it becomes so hectic for a parent to help them within that short period of time.

Subsequently, the study revealed that apart from the basic scholastic materials like writing books and pens, parents can't afford any other scholastic materials like textbooks. Another focus group discussion participant had this to say;

‘...a parent failing to afford the recommended text-books for their children at home is also another challenge. Parents cannot afford purchasing the relevant textbooks and other reading materials for all their children at school. Most of the secondary textbooks are too expensive for the low-income earners to afford for their children's academic excellence...’ (Classroom teacher from School A)

This implies that parents try their best to provide necessary learning materials to their children; however, it has remained a challenge for them to provide expensive materials like textbooks, pamphlets and magazines for the best of their children.

Lastly, the study revealed that at home, parents cannot afford a maid, and for that case the school going children have to do all the household work. Another interviewed participant had this to say;

‘...in most homes, when children come back from school, they have to do all the domestic work including cleaning, cooking, etc. This always makes them to get exhausted before finishing their homework. Some of such students report back to school another day without the answered homework....’ (Head teacher from School C)

This implies that parents make their children to do all the domestic responsibilities before school and after school. This always makes them so tired, thus failing to complete their homework. From the field study, different measures were suggested by the participants that should be adopted to improve on parents’ involvement and students’ academic performance in the selected secondary schools in Uganda and Buyende district in particular as it is indicated in chapter six of this dissertation.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Introduction

This chapter presents the discussions of results of the study on the parental involvement and its effects on students' academic performance in government secondary Schools in Buyende District, Uganda based on the study findings.

5.1 Discussion of Findings

The discussion of findings is presented basing on the study objectives in chapter one and basing on the results obtained in chapter four of this report as follows:

5.2.1 The Rate of Parental Support towards Their Children's Academics

The above study theme of finding out the rate of parental support towards their children's academics in government secondary schools in Buyende district; and these range from:

The study noted that parents pay school fees in time for their children. This is in agreement with Garcia (2021) who asserted that for every secondary school to function well, there is a need for parents and guardians to clear a given amount of school fees. In government schools in Buyende the government meets most of the bills of the school including paying teachers' salaries, constructing houses for teachers to reside, buying text books and providing other scholastic material. Despite, government aided secondary schools receiving financial assistance from the government, there are other activities and needs the schools have to achieve without government finance. Though the money needed is little, some parents do not pay in time. Besides, Kristof (2015) noted that there is a negative attitude towards studying when children realize that their parents are unable to meet the fees expenses in time, their desire to study declines thinking that the school shall not give them a chance to sit for the examination at the end of the term. Learners who delay to pay school fees get a lot of challenges in the course of their study in school. It is only those learners who have fully paid fees that are sure of doing their exams in some schools. Accordingly, late payment of school

fees makes students to miss tests. Those parents who pay school fees early make students get early preparation and fully participate in co-curricular activities which set their minds free to remember what they were taught and at the end perform better as ascertained by Cahit & Metin (2020). This implies that parents always clear their school dues in time as required by the school to help them carryout their academic requirements' effectively. Sometimes, this help students to avoid getting tired and by the time they attend class lessons, their minds are already exhausted resulting into low academic concentration. In some cases, when money is paid in installments. It makes it impossible for school function which requires money to accelerate at a low level.

The study also noted that parents provide most of the scholastic materials requested at school. This concurs with Epstein (1982) in his theory of Family-School Connections: Teacher Practices and Parent Involvement where he emphasizes that the school co exists with the parents and should the parents fail to pray their role of monitoring and management, the student may not excel compared to those whose parents get involved in their children's academic. Furthermore, Jansson., Bukuluki & Hojer (2017) who noted that parents always provide scholastic materials in form of textbooks, excise books, pamphlets, magazines, sets and sanitary pads for girls to encourage their children concentrate on their academic work. Scholastic materials come in many shapes and sizes, but they all have in common the ability to support learning. Scholastic materials make lessons interesting, learning easy and real, as well as enable teaching staff to easily express concepts. Additionally, Hungi (2021) noted that scholastic materials can significantly increase learners' achievement by supporting learning. They help learners to explore the knowledge independently as well as providing repetition. Scholastic materials, regardless of what kind, all have some function in student learning. This implies that children attending schools in rural community face a challenge of inadequate materials to help them in revision and conducting self-study. However, most parents and guardians are always requested to provide scholastic materials to their children a head of term official reopening. Parents always provide necessary scholastic materials including textbooks, art books, and pamphlets to help their children achieve excellent academic outcomes.

More so, the study noted that parents guide their children via homework where necessary. This is in agreement with Berta (2022) who asserted that parents helping with homework cultivates positive learning behaviors, reinforces class materials and signals to children that their education is vital. Thus, parents play an important role in their children's learning when they help with homework. Importantly, children with low scores benefit the most when their parents frequently helped with homework. On the other hand, Julie et al., (2020) asserted that the effectiveness of homework also seems to increase when guardians and parents foster independent learning behaviours. When helping with homework, parents should avoid trying to control the process and should also resist the temptation to complete assignments for their children. Instead, parents should always let their children figure out answers on their own while offering helpful hints and positive feedback as desired. This implies that parents always help their children to do their homework and this is encouraged by schools across the country for parents to help their children with homework. Helping with homework is one of the vital things that parents say they can do to support their children's learning.

Additionally, the study noted that parents create a conducive reading environment at home for their children. This concurs with Hungi (2021) who argued that many parents believe that if they simply provide their children some reading materials that should be enough to encourage their children to read. Unfortunately, this is far from the truth. As parents, they have to make a deliberate attempt, to create an environment that is conducive to learning and reading in homes. On the other hand, Kristof (2015) noted that the home learning environment is the combination of everything parents and entire family members do and the spaces the children have to do private revision in order to influence their learning and development. This mostly includes the opportunities those children have to play and interact with objects, books and everyday experiences to help them make sense of their world. Therefore, a good home learning environment encourages children to have positive attitudes to learning, and to be curious, as well as to have confidence in themselves. A good home learning environment also provides the security, love, encouragement, stimulation as well as opportunities that help children to flourish- a process that begins at birth. Such good learning environment at home

increases students' attention and focus, promotes meaningful learning experiences, encourages higher levels of students' academic outcomes and motivates learners to practice higher-level of critical thinking skills. This implies that parents have deliberately created a conducive reading environment at home for their children to carry out self-revision. Thus, creating a great reading environment at home and offering as many resources to a child give them the best start for their academic excellence.

The study noted that parents' guide their children in making good career choices. This is in agreement with Kwarteng et al., (2022) who argued that ensuring that children are set up for a successful career, future financial security as well as good quality of life is a pressing challenge for every parent across the global. As parents, children shall look up to them for proper advice and guidance. Thus, parents have a key role to play in the decision-making and the general career path for their children. Besides, Jansson., Bukuluki & Hojer (2017) noted that parents always aid and guide their children to make the right decision-making process. They always support their child's decisions, give them freedom and time to discover their skills; thus, provide motivation to develop and achieve them. Implying that it is true, parents influence the level of education or training that their children achieve; the knowledge they have about work and different choices; the benefits and attitudes they have to working as well as the motivation they have to succeed.

Subsequently, the results noted that parents are involved in offering guidance and counseling sessions to the children. This is in line with Epstein (1982) in his theory of Family-School Connections: Teacher Practices and Parent Involvement where he emphasizes that when parents take time to know their children's need, wants and interests, they can be able to guide and counsel them to make very good and profitable decision. Should the parents fail to play their role of knowing, guiding and managing, their children, they may end up not exceling compared to those whose parents get to know their children well and guide them accordingly. Furthermore, Marlou & Maricel (2020) argued that, parental counseling is so crucial when it comes to the success of children education. Through, parental counseling, parents can teach their child vital values such as honesty, self-discipline, self-control, as well as dignity. Parental

counseling allows parent to know whether a child is benefiting from counseling services offered at school. It also allows a parent to gain necessary information that can help the child get the right guidance and counseling. On the other hand, Kwarteng et al., (2022) noted that parents counseling plays a massive role in determining the curriculum. Those parents who talk to their children get to know what books their children are reading and if they are age appropriate. Based on the above, it's clear that parental guidance and counseling plays a vital role in promoting quality education. Thus, being the first counselors, parents act as role models to their children. This implies that parental counseling is essential since it shall enable parents to know of any challenges that may affect their children. These may include issues with teasing or bullying, challenges with academic concentration in certain subjects, and other social challenges. Guidance and counseling sessions allows parents to gain necessary information that can help the child get the right guidance and counseling.

The study noted that parents make sure that they give their children a balanced deity. This is in agreement with James et al., (2018) who noted that parental support such as preparing fruits and vegetables for the children boost their children immunity and body health to have energy and concentrate towards their academic work including home work. They are able to walk long distance to access schools. Energetic children always tend to be less sickly, with more energy to concentrate on the academic work. This implies that parents try their best to give their children the required and recommended food staff to their children. Parents ensure that their child is eating a wide variety of nutritious foods from all the different food groups. Eating food containing vital nutrients helps children grow and is essential for children's mental and physical development to concentrate on their academic work.

Lastly, the study noted that parents make sure that their children are not given a lot of household tasks chores while at home to allow them time to revise. This concurs with Kwarteng et al., (2022) who argued that parents should moderately engaging their children in household chores help them to learn a lot of things but leaving them time to concentrate on their personal studies. Doing chores helps children learn about what they need to do to care for themselves, a home and a family. They learn skills they can

use in their adult lives like preparing meals, cleaning, organizing and keeping a garden; however, it takes a lot of their time for academic concentration. Besides, Nadenge (2015) argued that children spend a lot of their time in washing utensils, cooking and cleaning rather than revising and this accounts for the declining academic outcomes. This implies that parents sometimes forget to reduce on the work that school going children should get involved in which may consume much of their revision time and they end up performing poorly. Nadenge (2015) further advises that less domestic work should be assigned to them so as to reserve some time for self-revision. Parents make sure that devote at-least two hours every evening for self-revision daily especially evening hours before going to bed. Some parents try waking-up their children morning hours to have morning revision. However, some parents don't mind at all. Their children are more involved in domestic work especially fetching water, collecting firewood, cooking as well as taking care of their young brothers and sisters.

5.1.2 The Level at Which Parents Monitor Their Children' School Activities

The above study theme of establishing the level at which parents monitoring their children' school activities in selected secondary schools in Buyende district; and these ranges from:

The results show that parents always give feedback to teachers about their children's weakness and strength after guiding them via their homework. This concurs with Mathia (2015) who argued that feedback is one of the most vital teaching and learning techniques that puts out a direct impact on the process of acquiring knowledge. Sharing information concerning students' academic performance between parents and teachers can be used as a ground for helping them. Such feedback help learners to improve confidence, self-awareness and enthusiasm for learning what they are being taught, and eventually this enhances their performance in academics as ascertained by Nankwanga (2019). Implying that after parents getting involved in sharing and guiding their children, they can easily understand areas when their children have weaknesses and contact their teachers to focus on those areas. This feedback to teachers on students' strength and weaknesses help individual teachers to understand the areas of

weaknesses thus able to add more efforts to rectify the situation. It also helps individual students to understand the subject they are studying and gives them clear guidance on how to improve their learning procedure.

The study also noted that parents always attend PTA meetings to get a chance to air out new proposals for their child's academic success. This is in agreement with Orwasa & John (2018) who asserted that parent-teacher meetings are a routine part of the school's yearly calendar and plays a huge role in shaping educational journey and future academic success. Parents well understand their children's habits, challenges and skills like no other person does, whereas, teachers always act as children's second parents and observe them for hours on daily basis in the classroom. When these two (teachers and parents) develop a strong bridge to help the child excel, it can create wonders. This further concurs with This concurs with Epstein (1982) in his theory of Family-School Connections: Teacher Practices and Parent Involvement where he emphasizes that the school co exists with the parents and should the parents fail to pray their role of monitoring and management, the student may not excel compared to those whose parents get involved in their children's academic. A PTA meeting is a perfect day to discuss and brainstorm the child's progress, the best strategies to help them, as well as exchange insights and thoughts about the child's developmental milestones and academic progress as ascertained by Nankwanga (2019). On the other hand, James et al., (2018) argued that parents' involvement through attending PTA meetings is a vital factor in children's learning, which is the umbrella term for many different activities, including raising home environment, taking part in school activities, discussing with teachers on some challenges that could be undermining their children's academic concentration like irregularity, as well as participating in school leadership. Thus, when teaching staff communicates with parents and get to know each student better, they can make well-informed choices about what and how to teach the student. Teachers can receive information regarding the learning/revision pattern, academic difficulties and create a room for academic improvement. This implies that parents attending school meetings can easily help them to share their proposals or air out their grievances thus able to strategize for the best teaching practices for the benefit of their students'

academic outcomes. Therefore, a parent-teacher conference is of vital opportunity to share academic progress and growth based on classroom observations, assessments, testing data, and assignments as well as portfolios.

The study noted that parents always follow up their child's class participation regularly. This concurs with Mesfin et al., (2022) who argued that it is essential for parents to support the learning that happens in secondary school setting and home as well. Good parent-school partnerships are one of the best ways to support children's learning, development and wellbeing. Most children whose parents are involved in school tend to perform better at school, settle better into school programs, and feel valued and vital because their parents are taking an interest in their academics. Indeed, such children always develop positive social skills by watching parents and school teaching staff interact respectfully as well as they feel empowered to raise concerns and negotiate solutions with teachers as ascertained by Nankwanga (2019). This implies that parents routinely involvement on their children classroom participation in academics make them take education seriously, thus able to do well academically, show better behavior in school as well as assume greater role for their actions when they find out that their parents are actively involved. Parents' participation helps extend teaching outside the classroom, creates a more positive experience of children and helps them to perform better when they are in school.

Further, the study noted that parents regularly monitor their child's class attendance. This concurs with Epstein (1982) in his theory of Family-School Connections: Teacher Practices and Parent Involvement. In this theory he emphasizes that parents and teachers partner up to help a child to fully gain in his/her academics. Should the parents fail to play their role of monitoring and management, the student may not excel compared to those whose parents get involved in their children's academic. This further supported by Nath et al., (2020) who noted that keeping track of learner attendance has been a longstanding struggle for schools, parents and teachers alike. Parents require be notified or consulted first in case of their children are absent from school for clarity. This would help to get those students who get involved in indiscipline cases especially peer group influence, dodging classes as well as late coming. Besides, Nadenge (2015)

asserted that parents should be regularly informed of their child's attendance and this can be done through regular notifications. This helps them to stay updated and well informed about their child's academic progress. Such communication is vital for building trust between parents and schools in order to support the children through their academic journey.

Additionally, the study noted that parents regularly monitor their child's performance during continuous assessment meetings. This concurs with Nankwanga (2019) who argued that continuous assessment as a fair method of testing students in particular areas help teachers and parents to discover areas where there is a gap before it is late such that the teacher and parent are able to help students to improve for better academic outcomes. Continuous assessment may take too much time out of the learning process but it is detrimental to slower or absentee learner and most probably bore the curious and motivated students as ascertained by Orwasa & John (2018). This implies that parents' involvement in continuous assessment aspects of learners' knowledge and understanding as opposed to final examination also helps them to understand areas where there is a gap. In other words, continuous assessment looks at the learners' overall capabilities in the form of regular capabilities, in the form of regular assignments, and It indeed provides a more accurate and complete picture of the students' level of understanding of what they have learned.

The study noted that parents always provide the necessary equipment to their children to participate in their favorite co-curricular activities. This is in agreement with Nath et al., (2020) who argued that parents have been observed to be involved in supporting their children to stay active at school by participating in different activities. Most learners at school are encouraged to join different sports activities like indoor games, mediation, athletics, sports like football and netball, yoga, mention them. Some parents also encourage their children to effectively participate in these activities because they are part and parcel of curriculum activities. This makes the significance of co-curriculum activities very high as ascertained by Otieno, Ochieng, & Dawo, (2020). This implies that parents always provide required equipment and tools like games, athletics, text books, sports ware, sets and pamphlets to their children so as to

effectively get involved in curriculum and co-curriculum activities, and this has helped students to develop their talents.

The results noted that parents frequently monitor the kind of friends their child associates with at school. This concurs with Simweleba & Serpell (2020) who argued that parents involved in monitoring their children's kind of friends they associate with, help to monitor and control them from joining bad groups. Children shall be controlled from getting involved in substance abuse, and other criminal or immoral activities, instead make sure they associate with those involved in academic work like group discussions so as to help them excellence in class as ascertained by Sophia & Stephan (2020). This implies that parents monitor their children's connections and friends to avoid or control them from getting involved in peer groups. When parents make it a routine to know about their children's way of life at school especially what they are doing, who they are with, and where they are; automatically this sets a clear expectation for their behavior with regular check-ins to be sure these expectations are being met. These could reduce these children's risk of being involved in bad peer groups; alcoholism and drug abuse, and make sure more time is spent at school for discussions and other academic assignments.

Lastly, the study noted that when parents are called at school for any issue about their children, they attend in person and try to solve it accordingly. This concurs with Simweleba & Serpell (2020) who argued that parents' timely attending to their children's issues when they are called up. This could lead to having a joint effort between teachers and parents to effectively handle or discipline or guide children from getting involved in indiscipline behaviours again. Besides, Mesfin et al., (2022) noted that children may end up hearing and respecting teacher and parents joined voices and calm down for their own academic benefits, hence-force, leading to high academic results. This implies that some parents always attend in person and willingly when they are called at school in case of any issue about their children. However, other students bring 'fake' parents from the trading centres or streets. This commonly happens when their parents are less involved in school management and have never attended the school meetings.

5.1.3 Effects of Parental Involvement on the Students' Academic Performance

The above study theme of establishing the effects of parental involvement on the students' academic performance in government secondary schools in Buyende district; and these ranges from:

The study revealed that whenever parents go to school and talk to the teachers about their children's weaknesses and strength, student's comeback with better grades; and this concurs with Mathia (2015) who argued that a student can achieve a high level of academic excellence if they get support from school as well as family. Teacher to learner and teacher to parent interaction are vital for the child's success. Parents and guardians can help children if they understand what he/she lacks. Therefore, a positive relationship between the teachers and parent can indeed help in improving the students' academic performance. On the other hand, Kristof (2015) who noted that parents-teachers interaction aspect plays an essential role in shaping their child's character. They can greatly help in the child's education journey by getting involved in school activities. The learners' learning outcome, grades can show immediate improvement if both communicate their expectations clearly and decide responsibilities accordingly to support the child. This implies that teaching staffs expects the parents to ensure that the children complete the allotted homework. They also expect the guardians and parents to sit with their children and perform a revision about what was covered during various lessons at the school. More so, parents expect the teachers to share details of academic performance, attendance and child's behavior in the school promptly.

The study noted that the attitude of children about certain subjects improves whenever parents advise them accordingly and they end up performing well in that particular subject. This concurs with Nankwanga (2019) who asserted that parental encouragement in secondary schools is vital for children to be successful in school and later in their lives. They always want the best for their child and always want their lives to be better than the life they lead. Parents' encouragement is the inspiration or extra boosting given by the parents to the children for their active involvement in academic life. More to the above, Mathia (2015) noted that parental encouragement plays a vital

role in the formation of life of children, and it also enables them to face the future challenges of life. This implies that with parents' career guidance and advices, students tend to develop positive attitude towards particular subjects. Most students are nowadays advised to give more of their time to studying and revising science subjects since it's the government focus so as to benefit it with time. Therefore, parents have devoted their time and career guidance towards guiding their children to give more of their time to studying sciences.

The study also noted that whenever parents buy textbooks for their children, their academic performance improves. This concurs with Kwarteng et al., (2022) who argued that parents buying required and relevant textbooks to their children could assist them in finishing their schoolwork if they miss it due to an absence from school for whatever reason. Thus, a textbook is similar to a home instructor. Textbooks aid students in their own critical revision. More so, Nath et al., (2020) revealed that the need and importance of textbooks increases for those extraordinary students who have fallen behind in the class. Despite the slow learning rate among particular individuals, textbooks assist learners in moving along the road of learning at their own pace. The class sometimes cannot wait for the slow learners to catch up; therefore, textbooks assist them in resolving the issue and enabling them to keep up with the rest of the class. Some textbook helps learners to revise earlier taught lessons. It is a cumulative channel to revise and keep truck of the teacher during the entire year with all notes and tests well equipped. This implies that a parent is always advised to buy specific type of books for their children, and this would help them to carryout self-revision and have group discussions. Particular books for specific subjects are always recommended to be bought by parents and be given to their children to help their children have proper revision.

The study further argued that whenever children realize that parents monitor their class participation; they improve on their grades. This is in agreement with Mesfin et al., (2022) who noted that when parents are fully involved in their education, children do better on a wide range of measures, and these positive effects include; greater self-esteem, more confidence and better behavior. Specifically, children whose parents are

more involved in their education have higher levels of academic performance than children whose parents are involved to a lesser degree. On the other hand, Marlou & Maricel (2020) noted that learners shall take education more seriously, do well academically, display better behavior in school and assume greater roles and responsibility for his/her actions when they find out that their parents are actively involved. This implies that when children realize that their parents do follow-ups in monitoring their participation in class, they consistently be more active in class which is positively associated with a child's academic performance.

In addition, the study also noted that when parents help their children to consult their teachers about work which is confusing, they end up performing well. This concurs with Nath et al., (2020) who argued that parent-child interactions specifically stimulate responsive parenting practices, are vital influences on a child's academic development. In order for a child to reach academic achievement, parents and guardians must be involved and participate in the educational process. More so, Nadenge (2015) noted that the more parental involvement, the more learners are likely to become productive members of society as well as excel in academics. Interestingly, parental involvement impacts students' academics. This implies that parents always consult teachers and get guidance from them on how to tackle some of the homework that is a bit confusing, and in turn share the same ideas and knowledge with their children to complete the homework. Parent-teacher interaction is always effective in identifying the academic gaps experienced by learners in class.

The study further noted that whenever parents monitor their students' performance during visitation or class days, they always perform well in the end of term exams. This concurs with Otieno, Ochieng, & Dawo (2020) who argued that students always perform well when they are properly guided after reviewing their performance in tests and final results. This is commonly reviewed during parents' visitation at school where parent-teachers always have interactions' concerning students' academic scores. This implies that parents always get the opportunity to share with teachers' issues concerning their children academic performance, behaviors and attendance. They get a chance to sit-down with classroom teachers to be guided on their children's weaknesses and amicably

agree on the possible solution to encourage their children towards concentrating on their academic work.

Subsequently, the study noted that whenever parents talk to their children about studies, they gain self-confidence and end up performing better. This concurs with Sophia & Stephan (2020) who argued that with more developed career guidance-planning skills, students are inevitably more confident about making their choices with a firm understanding of the requirements needed to pursue certain courses. Thus, parents' interaction with their children after reviewing their academic performance on school visitation could help them to find a base of guiding or help learners to concentrate on their academic studies to achieve improved results in the long run as ascertained by Orwasa & John (2018). This implies that when parents help their children on how to handle revision, summarize class notes as well as devoting more time revising their work make them to become self-confident and resultantly end up performing better. Offering such career guidance can not only help students make more informed decisions, it can also inspire them to make and achieve better goals.

Lastly, the study noted that children bring home good grades whenever parents pay school fees in time. This is in agreement with Nankwanga (2019) who asserted that children tend to concentrate in class when they are sure that the school fees have been paid fully by the beginning of the term. They always devote more of their precious time to academic work, attend classes daily and have ample time to handle the homework which eventually accelerates their academic outcomes. This implies that when parents pay school fees in time, classroom teachers tend to give students all the required attention. Students are not chased away from school and dodge classes for days while at home and their parents looking for school fees. Children who always attend to daily classes, punctual for classes as well as having less stress as a result of early payment of school fees have ampler time for self-revision thus improving on their academic excellence.

5.1.4 The Challenges Parents Encounter While Trying to Get Involved in Their Children's Academics in government Secondary Schools

The above study theme of examining the challenges parents encounter while trying to get involved in their children's academics in government secondary schools in Buyende district; and these ranges from:

The study noted that parents' level of education hinders them from guiding their children pertaining their homework because they don't understand what they teach them. This concurs with Otieno., Ochieng & Dawo (2020) who asserted that parental education is a vital index of socio-economic status, and as noted, it predicts children's education and behavioral outcomes. In fact, Simweleba & Serpell (2020) argued that illiterate parents have no way out to support and guide their children. They don't even know English (that is, reading and writing), therefore, cannot manage to guide and help their children towards handling academic assignments. This implies that parental education level is a vital predictor of children's educational and behavioral outcomes. Low levels of education make them to be inferior in helping their children to do homework. They lack knowledge and information regarding the homework and cannot get involved in helping their children.

The study also noted that parents always desire to help their children with homework but they come back home so late because of very busy schedule. This is in agreement with Orwasa & John (2018) who asserted that parents sometime reach home already exhausted from work and sometimes they arrive home late at night. They always don't have ample time to interact and guide their children in doing their homework. Parents have less time to interact with their children because of their nature of work as ascertained by Sophia & Stephan (2020). This implies that parents desire to help their children in doing homework is not achieved, and this is because they always reach home late and tired from work.

More so, the study noted that parents earn very little money per month so they cannot pay school fees for their children. This is in agreement with Nath et al., (2020) argument that children from low-income background lack access to home reading materials and good environment at home for self-revision and doing homework. Besides, Nankwanga

(2019) noted that most of such parents earn less than one dollar per day and raising money for school fees is a bit hectic. In return, they always fail to pay school fees in time leading their children to be sent back home thus misses classes which eventually leads to low academic outcomes. This implies that some parents earning little money cannot afford paying school fees for their children in time. Such students tend to be sent back home to collect school fees, thus missing classes which contribute to their academic outcomes.

The study further noted that when family is too big and each child goes to school and at different levels, parents find it so hard to get time for working with each and every one via home work; and this is in agreement with Mesfin et al., (2022) who asserted that children from extended families experience the challenge of lacking parental support. Parents always fail to help all the students at once in their homework. These students being from different classes, with difference homework, it is hectic for a parent to help them at once as ascertained by Nadenge (2015). This concurs with parents always fail to handle or help their children to do their homework especially when the family is too big. Those parents experience difficulties in helping their children daily to do their homework every evening. Those children are mostly from different classes, thus becoming a challenge for a parent to handle them at once.

Subsequently, the study noted that apart from the basic scholastic materials like writing books and pens, parents can't afford any other scholastic materials like textbooks. This concurs with Kwarteng et al., (2022) who noted that parents try their best to provide necessary learning materials to their children; however, it has remained a challenge for them to provide expensive materials like textbooks, pamphlets and magazines for the best of their children. On the other hand, Julie et al., (2020) argued that parents failing to afford the recommended text-books for their children at home is also a challenge. Parents cannot afford purchasing the relevant textbooks and other reading materials for all the children at school. This implies that most of the secondary textbooks are too expensive for the low-income earners to afford for their children's academic concentration.

Lastly, the study noted that at home, parents cannot afford a maid, and for that case the school going children have to do the entire household work. This is in agreement with Jansson., Bukuluki & Hojer (2017) who asserted that parents force their children to do all the domestic responsibilities before school and after school. This always makes them to become tired, hence failing to complete the homework. More so, Marlou & Maricel (2020) argued that in most homes, when children come back from school, they have to do all the domestic work including cleaning, cooking, etc. This always led them to get exhausted before finishing their homework. This implies that some of such students report back to school another day without homework, undermining their academic outcomes.

CHAPTER SIX

CONCLUSION AND RECOMMEDATIONS

6.0 Introduction

This chapter contains the conclusion of findings as presented in chapter four and the recommendations of the study in order to establish whether the objectives of the study were achieved to answer the research questions. The conclusions were presented basing on the order of the objectives. The areas for further study are equally presented in this chapter.

6.1 Conclusions

From the findings and discussion in chapter four and five respectively, the following conclusions were drawn.

Reference to the study objective one, it is concluded that parents pay school fees in time for their children, provide most of the scholastic materials requested at school, parents' guide their children via homework where necessary, and parents create a conducive reading environment at home for their children. These were the major factors that indicate the rate of parental support towards their children's academics in selected secondary schools in Buyende district.

For the second objective, the study concluded that parents always give feedback to teachers about their children's weakness and strength after guiding them via their homework, parents always attend PTA meetings to get a chance to air out new proposals for their children's academic success, parents always follow up their children's class participation regularly, and parents regularly monitor their child's class attendance. These were the major factors that show the level at which parents monitor their children's school activities in selected secondary schools in Buyende district.

Basing on the third objective, it was concluded that whenever parents go to school and talk to the teachers about their children' weaknesses and strength, they comeback with better grades, the attitude of children about certain subjects improves whenever parents advise them accordingly and they end up performing well in those particular subject, whenever parents buy textbooks for their children, their academic

performance improves, and whenever children realize that parents monitor their class participation, they improve on their grades. These were the major effects of parental involvement on the students' academic performance in selected secondary schools in Buyende district.

Lastly for the fourth objective, it was concluded that parents' level of education hinders them from guiding their children pertaining their homework because they don't understand what they teach them, parents always desire to help their children with homework but they come back home so late because of the very busy schedule, and parents earn very little money per month so they cannot pay school fees for their children in time. These were the major challenges parents, encounter while trying to get involved in their children's academics in selected secondary schools in Buyende district.

6.3 Recommendations

In the light of the findings of the study, discussions and conclusions above, the researcher made the following recommendations:

The study recommends that school administrators and policy makers should continue to investigate ways to increase a parents' attitude about their child's education and demonstrate to parents that their attitude is related to their child's academic performance.

Basing on the study findings, the study recommended that ministry puts up a policy to stop head teachers from sending children back for school fees because they lose a lot but rather continuously engage their parents or refuse to give them both continuous assessment and final term results but when they have not missed class in between.

The study recommended that parents should try their best to have conducive home environment for children to do revision.

The study recommended that school administrators and managers should consider ways to improve the student-teacher relationship, given its vital relation with the child's academic performance.

School managers require setting aside time in the curriculum for team building exercises between students, parents and teachers.

Additionally, parents should acquire necessary educational materials like textbooks so as to encourage their children have self-revision.

Still, regular career guidance should be conducted by the parents thus able to help their children concentrate on their studies as well as having the right education choice.

The study recommended that the government through the Ministry of Education and Sports and partner agencies need to equip schools with more instructional materials like, laboratory equipment, and textbooks since the nature of the parents in Buyende cannot afford extra reading material for their children.

Lastly, the study recommended that parents should be more involved in regularly checking of students' academic exercises like homework and get involved in helping them or reminding them to complete it in time in the event where they cannot help them technically.

6.4 Areas for Further Research

The researcher carried this study in order to examine the 'Parental Involvement and its Effects on Students' Academic Performance in Selected Secondary Schools in Buyende District' but the study was not exhaustive owing to constraints in terms of scope, time and finance. Further research is therefore needed in areas such as: -

1. The Effect of Work Environment on Students' Academic Performance in government Secondary Schools in Uganda.
2. The Effect of Stakeholders' Participation on Students' Academic Performance in government Secondary Schools in Uganda.
3. The Effect of Household Income Levels on Students' Academic Performance in government Secondary Schools in Uganda.

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APPENDIX A

Table for Determining Sample Size for a Finite Population

<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 B. INFORMED CONSENT FORM (Individual Interviews, and Focus Group Discussion)

TITLE OF STUDY: Parental Involvement and Students' Academic Performance in government Secondary Schools in Buyende District

Principal investigator: Ndibawaki Joanita

Institution: Uganda Christian University

Introduction

I Ndibawaki Joanita +256783790760 email joanietahndibawaki@gmail.com is doing research under the supervision of Dr. Mary Naula Owor, a lecturer in the School of Education at Uganda Christian University Main Campus located in Mukono. My study is aimed at fulfilling the requirements for the award of a Masters in Educational Administration and Planning.

The aim of the study is to investigate the effects of parental involvement on the academic performance of the students in selected secondary schools, the researcher wants to establish whether there is a difference in performance among students whose parents are so active at supporting them and monitoring their studies at school then make recommendations to parents and schools.

This informed consent document basically explains the nature of the study to you the respondent. In case you have any questions, they will be answered after the study has been explained to you. If you decide to participate in the study, you will be asked to sign a consent document, a copy of which you will be given a copy to keep.

The study is sponsored by the researcher (Ndibawaki Joanita)

PURPOSE OF STUDY: The purpose of the study is to come up with clear position on whether or not parents' involvement is key in the academic performance of a child and how the parents can be helped to promote it.

STUDY PROCEDURES: Your participation in this study will involve a semi-structured individual interview which will involve experience sharing and your opinions regarding parental involvement and its influence on students' academic performance. The individual interview will last about 15-20 minutes and will involve audio recording. These transcripts and audio records will be transcribed later for verification purposes and coding. Interviews will be scheduled based on your availability.

WHO WILL PARTICIPATE IN THE STUDY? The study will comprise classroom Head teachers, students, teachers and parents. Head teachers, students and teachers totaling to 92 key stakeholders will be interviewed from the four sampled schools and the 60 parents will be asked to fill a questionnaire.

RISKS: This study poses no risks to you personally or your institution except the risk of inconveniencing you for your time during the interview or answering the questionnaire.

BENEFITS: There will be no direct benefit to you for participating in this study. However, we hope that the information obtained from this study may help schools to devise means of encouraging parents to participate more and monitor closely their children' academics. The school administrators may request a copy of the final report for reference and in agreement with the principal investigator may request for a presentation to aid knowledge sharing sessions with the school management, teachers and learners.

CONFIDENTIALITY: For the purposes of this research study, your comments will not be anonymous. Every effort will be made by the researcher to preserve your confidentiality including the following:

- Assigning code names/numbers for participants that will be used on all research notes and documents
- Keeping notes, interview transcriptions, and any other identifying participant information in a locked file cabinet in the personal possession of the researcher.

Participant data will be kept confidential except in cases where the researcher is legally obligated to report specific incidents. These incidents may include, but not limited to, incidents of abuse and suicide risk.

CONTACT INFORMATION OR QUESTIONS: If you have questions at any time about this study, or you experience adverse effects as the result of participating in this study, you may contact the researcher whose contact information is provided on the first page. If you have questions regarding your rights as a research participant, or if problems arise which you do not feel you can discuss with the Primary Investigator, please contact the Chairperson Uganda Christian University Research Board on Tel:+256(0)772 405357, Email: pwaiswa@musph.ac.ug and the REC administrator on Tel:+256(0)775737627, Email: oahimbisibwe@ucu.ac.ug

VOLUNTARY PARTICIPATION: Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form. After you sign the consent form, you are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship you have, if any, with the researcher. If you withdraw from the study before data collection is completed, your data will be returned to you or destroyed.

STATEMENT OF CONSENT:

I grant consent that as a Head teacher, Class teacher, Student, Parent selected on account of my knowledge, experience and willingness to communicate my opinions do accept that the information I share during my interaction may be used by Ndibawaki Joanita for research purposes.

I am aware that my discussions maybe audio recorded and grant consent for these audio recordings, provided that my privacy will be protected. I understand that by signing this form, I do not waive off my legal rights but merely indicate that I have been informed about the research study in which I am voluntarily agreeing to participate.

A copy of this will be provided to me.

Participant's Name:

Participant's Signature:

Researcher's Name: Ndibawaki Joanita

Researcher's Signature:

Date:

APPENDIX C: INFORMED CONSENT FORM (Questionnaire)

TITLE OF STUDY: Parental Involvement and Students' Academic Performance in government Secondary Schools in Buyende District

Principal investigator: Ndibawaki Joanita

Institution: Uganda Christian University

Introduction

I Ndibawaki Joanita +256783790760 email joanietahndibawaki@gmail.com is doing research under the supervision of Dr. Mary Naula Owor, a lecturer in the School of Education at Uganda Christian University Main Campus located in Mukono. My study is aimed at fulfilling the requirements for the award of a Masters in Educational Administration and Planning.

The aim of the study is to investigate the effects of parental involvement on the academic performance of the students in selected secondary schools. The researcher wants to establish whether there is a difference in performance among students whose parents are so active at supporting them and monitoring their studies at school then make recommendations to parents and schools.

This informed consent document basically explains the nature of the study to you the respondent. In case you have any questions, they will be answered after the study has been explained to you. If you decide to participate in the study, you will be asked to sign a consent document, a copy of which you will be given a copy to keep.

The study is sponsored by the researcher (Ndibawaki Joanita)

PURPOSE OF STUDY: The purpose of the study is to come up with clear position on whether or not parents' involvement is key in the academic performance of a child and how the parents can be helped to promote it.

STUDY PROCEDURES: Your participation in this study will involve a semi-structured individual interview which will involve experience sharing and your opinions regarding parental involvement and its influence on students' academic performance. The individual interview will last about 15-20 minutes and will involve audio recording. These transcripts and audio records will be transcribed later for verification purposes and coding. Interviews will be scheduled based on your availability.

WHO WILL PARTICIPATE IN THE STUDY? The study will comprise classroom Head teachers, students, teachers and parents. Head teachers, students and teachers

totaling to 92 key stakeholders will be interviewed from the four sampled schools and the 60 parents will be asked to fill a questionnaire.

RISKS: This study poses no risks to you personally or your institution except the risk of inconveniencing you for your time during the interview.

BENEFITS: There will be no direct benefit to you for participating in this study. However, we hope that the information obtained from this study may help schools to devise means of encouraging parents to participate more and monitor closely their children' academics. The school administrators may request a copy of the final report for reference and in agreement with the principal investigator may request for a presentation to aid knowledge sharing sessions with the school management, teachers and learners.

CONFIDENTIALITY: For the purposes of this research study, your comments will not be anonymous. Every effort will be made by the researcher to preserve your confidentiality including the following:

- Assigning code names/numbers for participants that will be used on all research notes and documents
- Keeping notes, interview transcriptions, and any other identifying participant information in a locked file cabinet in the personal possession of the researcher.

Participant data will be kept confidential except in cases where the researcher is legally obligated to report specific incidents. These incidents may include, but not limited to, incidents of abuse and suicide risk.

CONTACT INFORMATION OR QUESTIONS: If you have questions at any time about this study, or you experience adverse effects as the result of participating in this study, you may contact the researcher whose contact information is provided on the first page. If

you have questions regarding your rights as a research participant, or if problems arise which you do not feel you can discuss with the Primary Investigator, please contact the Chairperson Uganda Christian University Research Board on Tel:+256(0)772 405357, Email: pwaiswa@musph.ac.ug and the REC administrator on Tel:+256(0)775737627, Email: oahimbisibwe@ucu.ac.ug

VOLUNTARY PARTICIPATION: Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form. After you sign the consent form, you are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship you have, if any, with the researcher. If you withdraw from the study before data collection is completed, your data will be returned to you or destroyed.

STATEMENT OF CONSENT:

I grant consent that as a Head teacher, Class teacher, Student selected on account of my knowledge, experience and willingness to communicate my opinions do accept that the information I share during my interaction may be used by Ndibawaki Joanita for research purposes.

The information I share can be freely used by the researcher provided that my privacy will be protected. I understand that by signing this form, I do not waive off my legal rights but merely indicate that I have been informed about the research study in which I am voluntarily agreeing to participate.

A copy of this will be provided to me.

Participant's Name:

Participant's Signature:

Researcher's Name: Ndibawaki Joanita

Researcher's Signature:

Date:

APPENDIX D: QUESTIONNAIRE (Parents)

Dear Participants

I am Ndibawaki Joanita, a student of Uganda Christian University, pursuing a Master Degree of Education in Planning and Administration. This questionnaire is designed to study “Parental Involvement and its Effects on Students’ Academic Performance in Selected Secondary Schools in Buyende District”. Because you are the one who can give the correct picture, I am requesting you to respond to the questionnaire frankly and honestly. Only the members of the research team will access the information you give. The researcher will be grateful if you could spare a few minutes to complete this questionnaire. Thank you very much for your time and co-operation.

Section A. Background data

1. What’s your gender?

i) Male

ii). Female

2. What is your age bracket?

Age	18-27 yrs	28-37yrs	38-37	38-47	38=56	Others (specify
Code						

3. What is your highest level of education?

Education	Certificate	Diploma	Degree	Masters	PhD
Code					

4. How long have you spent serving in this school?

Period	Less than 5 year	6-10 years	11 -15 year	Above 15 years
Code	1	2	3	4

Section B:

Instructions

In this part and the part that follows, you are required to tick the most appropriate option applicable to you.

You are request to apply a tick where you see a more applicable option.

Agree (1), Neutral (2), Disagree (3)

Examine the rate of parental support towards their children’s academics in selected secondary schools in Buyende district.

Statement	Extent of (dis)agreement		
	Agree	Neutral	Disagree
I pay school fees in time for my children			
I provide most of the scholastic materials requested at school			

I guide my children via homework where necessary			
I create a conducive reading environment at home for my children.			
I guide my children in making good career choices			
Offering guidance and counseling sessions to the children.			
I make sure that I give my children a balanced deity			
I make sure that my children are not given a lot of household tasks chores while at home to allow them time to revise			

Section C:

You are request to apply a tick where you see more applicable.

Agree (1), Neutral (2), Disagree (3)

Establish the level at which parents monitor their children' school activities in selected secondary schools in Buyende district.

Statement	Extent of (dis)agreement		
	Agree	Neutral	Disagree

I always give feedback to teachers about my children's weakness and strength after guiding them via their homework.			
I always attend PTA meetings to get a chance to air out new proposals for my child's academic success.			
I always follow up my child's class participation regularly			
I regularly monitor my child's class attendance			
I regularly monitor my child's Performance during continuous assessment meetings			
I always provide the necessary equipment to my children to participate in their favorite co-curricular activities			
I frequently monitor the kind of friends my child associates with at school.			
When I am called at school for any issue about my child, I attend in person and try to solve it accordingly.			

Section D:

You are request to apply a tick where you see more applicable.

Agree (1), Neutral (2), Disagree (3)

The effects of parental involvement in students' academic performance in government secondary schools in Buyende district

Statement	Extent of (dis)agreement		
	Agree	Neutral	Disagree
I always give feedback to teachers about my children's weakness and strength after guiding them via their homework.			
I always attend PTA meetings to get a chance to air out new proposals for my child's academic success.			
I always follow up my child' class participation regularly			
I regularly monitor my child's class attendance			
I regularly monitor my child's Performance during continuous assessment meetings			

I always provide the necessary equipment to my children to participate in their favorite co-curricular activities			
I frequently monitor the kind of friends my child associates with at school.			
When I am called at school for any issue about my child, I attend in person and try to solve it accordingly.			

Section D:

You are request to apply a tick where you see more applicable.

Agree (1), Neutral (2), Disagree (3)

The challenges parents encounter while trying to get involved in their children’s academics in selected secondary schools in Buyende district.

Statement	Extent of (dis)agreement		
	Accepted	Neutral	Disagreed

My level of education hinders me from guiding my children pertaining their homework because I don't understand what they teach them			
I always desire to help my children with homework but I come back home so late because of my very busy schedule			
I earn very little money per month so I cannot pay school fees for my children			
My family is too big and each child goes to school and at different levels. In that way, I have no time for working with each and every one via home work.			
At my home, we don't have a culture of monitoring students' academic performance because we also never received such support from our parents			
Apart from the basic scholastic materials like writing books and pens, I can't afford any other scholastic materials like textbooks.			
The school policies are so strict that a parent cannot get enough time with the teachers to explain to them the challenges of			
At my home I cannot afford a maid, and for that case the school going children have to do all the household work			

Thank you for your co-operation

APPENDIX E: INDIVIDUAL INTERVIEW GUIDE (Head teacher and Class Teachers)

How do your parents support their children' academics in your school?

Do your parents in your school guide their children in making career choices?

How do your parents in your school monitor their children's performance?

How often do parents in your school monitor their children's Performance?

How regular do parents in your school follow up their children' class participation?

What contribution do parents in your school make during school meetings?

What effects does the parents' timely pay of school fees have to the students' performance?

What effects does parents' provision of scholastic material have on children' academic performance?

What effect does parents' monitoring of their children' peer groups have on their children' performance?

What reasons do parents in your school give for late payment of school fees?

What challenges do parents in your school encounter when it comes to supporting their children after doing their obligation of paying school fees?

When you examine the level of education of parents of your school, does it affect the way they support their children in their academic performance?

Thank You for your cooperation

APPENDIX V: FOCUS GROUP DISCUSSION (Students)

How do your parents support you in your academics?

Do parents of your school guide their children when it comes to making career choices?

How do parents of your school monitor the academic performance of their children?

How often do the parents of your school monitor their children's Performance?

How regular do parents of your school follow up their children' class participation?

What contribution do parents of your school make during school meetings?

What effects does the parents' timely pay of school fees have to the students' performance? How does the parents' regular attendance of school meetings affect their children's academic performance?

What effects does parents' provision of scholastic material have on children' academic performance?

What effect does parents' monitoring of their children' peer groups have on their children' performance?

What reasons do parents in your school give for late pay of school fees?

What challenges do parents in your school encounter when it comes to supporting their children after doing their obligation of paying school fees?

When you examine the level of education of your parents does it affect the way they support their children in their academic performance?

Thank You for your cooperation



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

Date: 29TH/4/2024

Name of Candidate: NDIBAWAKI JOANITA Reg. No: RJ20M06/040

Title of Dissertation: PARENTAL INVOLVEMENT AND STUDENTS ACADEMIC PERFORMANCE IN GOVERNMENT SECONDARY SCHOOLS IN BUYENDE DISTRICT.

SN	COMMENTS BY EXTERNAL EXAMINER	ACTION TAKEN	INDICATOR
1	To remove the word selected and effect from the title since all the four government schools were researched on.	Words removed and the title now is “parental involvement and students’ academic performance in government secondary schools in Buyende District.	Cover page corrected
2	Worldly things are dedicated to humans and not God.	The researcher changed her dedication to family members, supervisor and others who provided all sorts of support.	Page 4 edited
3	Chapter two should have an introduction statement.	The introduction statement was included	Page 26 edited and corrected

4	All pages should be numbered	Edited and numbered all pages	Page 1-117. All pages are numbered
5	Each chapter heading should be on a fresh page.	Edited all chapter headings on different pages.	Page 14, 26, 35, 45, 77 and 94.

6	Should be cleared whether they are boarding or day schools in the background of the context	It is cleared that all are day schools.	Page 20 edited
7	Replacing (Twaze) with another researcher	Replaced with (Ajira et al, 2007)	Page 21 edited.
8	Findings have to be in order of importance	Findings arranged according to their order of importance thus from highest to lowest.	Page 56, 57, 58, 63, 64 are edited and corrected.
9	In recommendations, materials needed should be mentioned.	Materials like textbooks, laboratory equipment's, were mentioned.	Page 96 corrected.
10			
11			



Mary Jakisa owor, PhD

NDIBAWAKI JOANITA

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Jakisa Naula

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Candidate's Name

Signature

Supervisor's Name

Signature