

THE RELATIONSHIP BETWEEN PARENTS' INVOLVEMENT IN SUPPORTING PUPILS' LEARNING AT HOME AND PUPILS' ACADEMIC PERFORMANCE IN UNIVERSAL PRIMARY EDUCATION SCHOOLS IN NTENJERU NORTH, KAYUNGA DISTRICT, UGANDA. A CROSS-SECTIONAL STUDY.

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Page | 1

Abstract.

Background

Parents' involvement has always been vital to the academic performance of pupils in any given institution of learning. This study examined the relationship between parents' involvement in supporting the pupils' learning at home and pupils' academic performance at Universal Primary Education schools in Ntenjeru North, Kayunga District, Uganda.

Methodology.

A descriptive cross-sectional survey design was adopted for this study. A sample of 198 respondents was determined using the table of Krejcie & Morgan (1970). This study employed both quantitative and qualitative methods of data collection that included the questionnaire survey, face to face interviews, documentary review and direct observation.

Result.

39 (40%) had attained a diploma, and 24 (25%) had worked for a period between 3-5 years. Results indicate that the Chi-square = 71.905, Asymp. Sig = .000. The estimated probability of obtaining a chi-square value greater than or equal to 71.905 if average responses on academic performance do not vary with average responses on parents' involvement in supporting the child's learning at home is $p = .000$. From an interview with the Inspector of Schools and the head teachers of the selected schools in Ntenjeru north, they all opine that *parents are the cause of children's absenteeism during planting and harvesting seasons, market days, weddings and cultural days and that this affects academic performance*.

Conclusion.

There was a significant relationship between parents' involvement in supporting the child's learning at home and pupils' academic performance in UPE Schools in Buhaguzi County Hoima District, as revealed already by the respondents in this study.

Recommendation.

Parents must be sensitized to support their children's learning, if not they can even be compelled to do so. Arrests can be made of parents who keep home children of school-going age in activities like farming and petty businesses as a source of cheap labor.

Keywords: Parental involvement, Home learning support, Pupils' academic performance, Ntenjeru North, Kayunga District.

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Background.

Parents' involvement has always been vital to the academic performance of pupils in any given institution of literacy (Fan & Chen, 2001; Jeynes, 2003). Also, the Government of Uganda recognizes the central part that parents' involvement has to play in ensuring good academic performance through provision for their children's educational conditions (Ministry of Education and Sports, 1998). Governments, like Parents, the world over have a responsibility to educate the nation's children. Indeed, the Government of Uganda has put in a lot of trouble to support UPE seminaries with the necessary coffers, for illustration, reclamation, and payment of the preceptors' hires,

provision of educational accouterments to seminaries, development of structures like classrooms, potty construction and also carrying out support supervision to attain good academic performance. (Ministry of Education, Science and Sports, 2014).

The utmost parents' participation in children's education happens at home. That "seminaries must subsidize upon what parents are formerly doing by helping them to help and interact with their children at home literacy conditioning that support what's being tutored in the academy" (Driessen, Smit, and Slegers, 2005; Greenwood and Hickman, 1991). seminaries should emphasize "increased parents' understanding of the class and the skills

their children need to develop at each stage in their training. Seminars must also bring to the attention of parents their systems of tracking scholars and other practices so that parents may support the timber of opinions that are in their children's stylish interests" (Driessen, Smit, and Slegers, 2005; Greenwood and Hickman, 1991). This can "help bridge any artistic or class difference between home and academy surroundings. Seminars, thus, are challenged to design a menu of interactive work that engages parents' support chops and involves them in the literacy processes. Seminars must also engage parents to ensure that scholars set academic pretensions, prepare for career transitions, and make applicable course selections" (Ibid). The issues associated with this conditioning, according to Epstein (1995), include, among others. This study examined the relationship between parents' involvement in supporting the pupils' learning at home and pupils' academic performance at Universal Primary Education seminars in Ntenjeru North, Kayunga District, Uganda.

Methodology

Research design

Across sectional design was adopted for this study. The researcher collected data from a cross section of respondents at a single point in time and made inferences about a population of Kayunga, District.

Study population.

This study focused on 45 UPE schools in Ntenjeru North Kayunga, District with a total population of 497 respondents in the categories of, one DEO, one Inspector of schools, 45 Head teachers, 90 pupil's leaders, 315 Teachers, and 45 SMCs chairpersons.

Sample size and sample selection procedure

The study was based on a sample size of 217, will was drawn from a population of 497. The researcher determined the sample size based on the Krejcie and Morgan Table (1970),

Table 1: Sample size and sample selection procedure

Category	Population	Sample size	Sampling techniques	Method
DEO	1	1	Purposive	Interview
Inspector of schools	1	1	Purposive	Interview
Head teachers	45	20	Purposive	Interview
Teachers	315	136	Simple random	Questionnaire
Chairpersons SMCs	45	20	Purposive	Interview
Pupils leaders	90	39	Purposive	Interview
Total	497	217		

Sampling Techniques and Procedure

This section presents the sampling techniques and sampling procedures that were followed to accomplish this study.

Simple random sampling technique.

Respondents: Simple random sampling was applied to select the 92 teachers from all 45 UPE schools. This technique was used to select the teachers because it would enable every teacher to have an equal chances of being selected. Additionally, the teachers were selected since they are the ones who facilitate and assess the pupils' learning through daily class work, end-of-term, and year exams which all form the basis and contribute to pupils' academic performance at PLE.

Purposive sampling technique.

The study sample from the following categories of respondents in the District Education Officer, D.E.O. (one), the Inspector of schools (one), the 39 pupils' leaders (purposively selecting the head girl and the head boy in each school), the 20 chairpersons of SMCs in each school, and the 20 Headteachers.

Data collection methods

The data was obtained through the use of the questionnaire survey and interviews.

Questionnaire Survey Method.

The study made use of the questionnaire tool to collect data to measure the opinions and experiences of the respondents through the use of a set of written questions with choices of answers designed for this survey.

Interviews method

One District Education Officer, one District Inspector of Schools, 20 Head teachers, 20 Chairpersons SMCs, and 39 Pupils' leaders (head boy/girl in each selected school) were selected purposively to give the most critical information details not provided through the questionnaire tool.

Data collection instruments

The questionnaires, interviews, and observation checklists were used to collect data.

Questionnaire

A set of written questions was formulated, to which respondents will be able to record their answers, within rather closely defined alternatives. In this study, the researcher used a self-administered questionnaire tool with closed-ended questions will be used to gather data from the randomly selected 103 teachers.

Interview guide.

Formulated an interview guide for this study with a list of questions that the researcher used to ask the respondents during the interview process. The questions were structured to ensure each respondent was asked the exact questions in the same order. The interview guide was structured containing questions on all variables of the study and would guide the researcher while administering interviews to purposively selected respondents in the categories of the D.E.O, the inspector of schools, the 39 pupils' leaders (head boy/girls in all selected schools) the 20 chairpersons (SMCs), and the 20 head teachers.

Validity.

The validity of the instrument was quantitatively established using the Content Validity Index. (CVI). This will involve the expert scoring of the relevance of the questions in the instrument about the study variables. The instruments that yielded a CVI above 0.7 will be within the accepted ranges. Amin (2005) notes that "a CVI of more than 0.7 implies that the tool is valid." The CVI was computed using

$$CVI = \frac{\text{Total number of questions rated relevant}}{\text{Total number of questions in the instrument}}$$

Classifications of Respondents by Gender

Table 2: Classification of Respondents by Gender

Item	Frequency	Percent (%)
Male	46	47
Female	51	53
Total	97	100

Source: Primary Data, 2024

Table 2 shows that male teachers were 46 while female teachers were 56 in number. Accordingly, therefore, the male teachers accounted for 47% of the respondents while the female teachers accounting for 53% of the respondents.

Reliability

Using the Qualitative approach, the study was able to establish the "reliability of the instruments through a pilot test of the questionnaire to guarantee consistency and dependability and their ability to extract data that would adequately answer the objectives of the study." The results of the findings were then be subjected to a reliability analysis. The Cronbach's Alpha will be employed to quantitatively establish reliability using the reliability Coefficient test. According to Amin (2005), Cronbach's Alpha coefficient of 0,7 and above is recommended.

Data analysis

The collected data were expressed in numeric terms for analysis using the Statistical Package for Social Sciences (SPSS) Version 21 software. The descriptive statistics were used to analyze data. Descriptive statistics in form of frequency distribution tables and means as measures of central tendency including percentages for comparison purposes will be used in data analysis.

RESULTS.

Background Characteristics of Respondents

The first task of this study was to determine the background information of respondents. The respondents have been specifically described in terms of gender, working experience at the current school and teacher's highest level of education attained.

Table 3: Working Experience at the Current School

Item	Frequency	Percent (%)
0-2 Years	17	18
3-5 Years	24	25
6-9 Years	14	14
10 Years and Above	42	43
Total	97	100.0

Source: Primary Data, 2024

From the findings, it's clear that there were more females compared to male teachers participating in the study UPE schools in Ntenjeru North, Kayunga, District.

Table 3 shows that most respondents (42) were in the 10 years and above category, which accounted for 43 percent of the total respondents. Teachers who have worked for two years or less (17) accounted for 18 percent, 24 teachers accounting for 25 percent had worked for a period between 3-5 years, while 14 teachers had worked for a period

between 6-9 years. Therefore, most respondents had accumulated a very good experience in teaching, a factor that is assumed to be very important for ensuring good academic performance. In this study, therefore, teachers' competencies to ensure good academic performance can be taken as given.

Table 4: Teacher's Highest Level of Education Attained

Item	Frequency	Percent (%)
Certificate	54	56
Diploma	39	40
Degree	4	4
Total	97	100.0

Source: Primary Data, 2024.

Table 4, shows that Majority of these teachers (54) accounting for 56% had attained a certificate, 39 (40%) had attained a diploma while 4 (4%) teachers had a degree. The

qualification of these teachers is assumed to have good bearing on the performance of pupils.

Relationship between Parents' Involvement in Supporting the Pupils' Learning at Home and Pupils' Academic Performance in UPE Schools in Ntenjeru North, Kayunga, District.

Table 5: Descriptive Statistics on Support for Children's Learning at Home

No.	Indicators of Support for Children's Learning at Home	SD	D	U	A	SA	Mean	Rank
1	Pupils' class absenteeism is usually high whenever there are planting, harvesting, and market days, as pupils are asked to stay at home to assist their parents with work, and this negatively affects pupils' academic performance.	7 (6.8)	2 (1.9)	1 (1.0)	35 (34)	58 (56.3)	4.31	5
2	Parents check their pupils' homework books whenever they are home to assess class performance	19 (21.1)	31 (34.4)	29 (32.2)	8 (8.9)	3 (3.3)	2.39	2
3	Parents assist their pupils in doing homework given by their teachers in class, and usually sign their books	26 (25.5)	49 (48)	14 (13.7)	9 (8.8)	4 (3.9)	2.18	2
4	Parents believe learning should only take place at school	3 (3.5)	9 (10.6)	11 (12.9)	42 (49.4)	20 (23.5)	3.79	4
5	Parents usually encourage their children to work hard for good academic performance	8 (7.8)	29 (28.2)	26 (25.2)	33 (32)	7 (6.8)	3.02	3
	Mean of Indicators on Support to Children's Learning at Home						3.11	3

Source: Primary Data, 2024

Mean Range	Response Mode	Rank	Interpretation
4.21 – 5.00	Strongly Agree (SA)	5	Strongly Confirmed
3.41 – 4.20	Agree (A)	4	Confirmed
2.61 – 3.40	Undecided (U)	3	Not Sure
1.81 – 2.60	Disagree (D)	2	Fairly Confirmed
1.00 – 1.80	Strongly Disagree (SD)	1	Least Confirmed

Pupil's School Attendance.

Table 5 shows that, the majority of the respondents (93) representing 90.3 percent of the respondents on average (4.31) at least confirm that pupils class absenteeism is usually high whenever there is planting, harvesting, and market days as pupils are asked to stay at home to assist their parents with work and this negatively affects pupil's academic performance.

In an interview with the Inspector of Schools and the head teachers of the selected schools in Ntenjeru North, they all opined that *parents are the cause of children's absenteeism during planting and harvesting seasons, market days, weddings, and cultural days, and that this affects academic performance*. An interesting case was registered in one of the schools studied *where out of 500 pupils in the school, half (250) of the pupils would absentee themselves during planting season and approximately 100 would be absent during the normal days, yet in other schools, 30% of the pupil would be absent during planting market and harvesting days*.

This lends good credence to the findings about the same aspect. Irregular children's school attendance has seen: (i) *pupils missing exams, indiscipline cases among pupils, dropout rates, class laziness and defilement, pregnancies, and early marriages on the rise*, they argue. Academic performance in Ntenjeru North, Kayunga, District UPE schools with still remain poor as it is for as long as parents do not take up a central role in ensuring that their children regularly attend to school.

Checking pupils' books and helping them with doing homework

Table 5 presents, two separate but related questions with one (question 2) seeking to establish whether parents check their pupil's homework books whenever they are at home to assess class performance while the other (question 3) seeking to establish whether parents assist their pupils to do homework given by their teachers in class and whether they usually sign their homework books. Question 2 has a mean response of 2.39, while question 3 has 2.18 as its mean response. Both All these two mean responses fall under the

ranking of two (2), indicating that the assertions were all just fairly confirmed, with the majority of the respondents either disagreeing with the assertions or just being not sure of how the parents behave in this respect. Only a few would at least confirm these two assertions, with 11 collectively confirming question 2 and 12 collectively confirming question 3. This therefore confirms that parents have very little involvement in either checking their pupils' homework books while at home to assess class performance, or in assisting their children to do homework given by their teachers. However, research evidence shows that there is a need for parents to work closely with teachers, especially by checking their pupils' books and helping pupils with homework while at home, to guide and encourage good academic performance.

A careful consideration of the findings from the interviews suggests that most parents do not check their children's workbooks and cannot even help their children do the homework, though a few do help. This they opine happens for different reasons; (i) *many parents lack the necessary education and are therefore not knowledgeable enough to take on and answer the questions asked*, (ii) *facilities like lighting, and furniture, are missing in many of the homesteads*, (iii) *parents lacking time because they come back home very late and find children asleep*, and (iv) *some simply have a negative attitude towards education*. (v) *Some parents want to use their children to do family work during this time when pupils are back home from school*.

Despite this low involvement and participation by parents, the key informants of this study went ahead to underscore the significance of the relationship between the parents' support in homework and academic performance. They particularly indicate that; (i) *it improves parent-teacher relations*, (ii) *teachers' morale goes down when the parents do not assist their children*, (iii) *class work performance is poor*, (iv) *pupils fear going to school when homework is not done hence absenteeism*, and at worst (v) *it breeds laziness when their children's books are not checked*. According to one of the Chairpersons, PTA revealed that *teachers, in the long run, give up on lazy pupils to concentrate on the active*

ones. Therefore, parents need to create time and a good home environment to check their children's workbooks and assist them with homework to improve their academic performance.

Parents' Expectations and Encouragement

The last set of questions (4 & 5) sought to find out the level of parents' expectations of and encouragement to their children to perform well and achieve in education. Question 4, for instance, sought to establish whether parents believed that learning should only take place at school, while question 5 was meant to find out whether parents usually encourage their children to work hard for good academic performance. Findings from the study, as shown in Table 4.9 above, indicate that question 4 attracted a mean response of 3.79 with a rank of 4, which shows that the respondents generally confirmed that parents believed that learning should only take place at school. A look at question 5 on whether parents usually encourage their children to work hard for good academic performance reveals a mean response of 3.02, indicating that respondents were not generally sure (rank 3) of the true or right action of parents in this regard.

On parents' expectations for and encouragement to their children, the interviewees opine that very few parents express any expectations for their children nor encourage them to work hard for good academic performance. They argue that some parents do not take education seriously, while others do not even know what to do. The other challenge is that other parents are not concerned, especially if they are uneducated. They would say, "After all, for me. I am not educated, am I not living well?" This thinking then makes their children drop out of school, thinking that education does not matter.

Parents' encouragement, they further contend, (i) encourages good morals, discipline, and hard work, (ii) improves teachers' morale and efforts that children put into their academics to meet their parents' targets, and (iii) creates positive competition as pupils want to be like the successful people they know (role models). These findings therefore suggest that parents should fully encourage their children if they want to be guaranteed good academic

results. A look at the general mean in this case (3.11) indicates that parents' support for children's learning at home is still low in Kayunga District. This is in agreement with the ideas of interviewees who equally stress that parents' support for children's learning at home is still wanting in Kayunga District. Questions 5, 6, 7, and 8 showed that all are intended to measure the relationship between parents' support of the child's learning at home and academic performance. Question 5 reveals that for responses on absenteeism in class cumulatively affecting the pupil's performance in end-of-term and PLE examinations, 21(20.4%) agree, while 73(70.9%) even more strongly agree, posting a mean score of 4.49. On whether checking the pupils' workbooks and helping them with their homework can better their daily class work scores in particular and academic performance in general, findings reveal that 39(38.6%) agree while 58(57.4%) strongly agree, registering a mean score of 4.53. Regarding whether pupils develop a desire to perform better and succeed in academics when their parents' expectations and encouragement are positive, findings show that 46(44.7%) agree while 55(51.5%) strongly agree, registering a mean score of 4.43. Lastly, on whether parents' involvement in supporting the education of their children greatly improves their overall academic performance, respondents reveal that 43(41.7%) agree, while 56(54.4%) strongly agree, presenting a mean score of 4.5.

All the means of the four questions (5, 6, 7, and 8) fall under the rank of 5, indicating that respondents to all these questions strongly confirm the positive nature of the relationship between Parents' support to their children's learning at home and academic performance. Because results and the corresponding interviews reveal that support for children's learning at home is not yet good in Ntenjeru North, Kayunga, District and that this is one of the most important factors revealed by this study in the same vein as earlier ones for guaranteeing excellent academic results, then the academic performance of Ntenjeru North, Kayunga, District UPE schools is still far from improving. The results displayed under section 4.6 of this chapter resonate well with this conclusion.

Table 6 shows: Descriptive Statistics on Academic Performance

No.	Indicators of Academic Performance	SD	D	U	A	SA	Mean	Rank
1	Lack of scholastic materials like uniform, stationery (books, pens, pencils, etc.) negatively affects daily class work scores.	4 (3.9)	6 (5.8)	8 (7.8)	26 (25.2)	59 (57.3)	4.26	5
2	Lack of meals (lunch) at school has a general negative effect on pupils' academic performance.	4 (3.9)	5 (4.9)	0 (0)	30 (29.1)	64 (62.1)	4.41	5
3	Pupils can better their academic performance when their parents get more involved in school management by participating in planning through PTA, SMC, and other school meetings/activities where decisions are made.	0 (0)	0 (0)	7 (6.9)	42 (41.6)	52 (51.5)	4.45	5
4	Pupils perform well academically when their parents participate in school leadership and take part in major decisions that are made for the improvement of academic performance	0 (0)	1 (1.0)	4 (4.0)	32 (32)	63 (63)	4.57	5
5	Absenteeism in class cumulatively affects the pupil's performance in of end-of-term and PLE examinations.	6 (5.8)	2 (1.9)	1 (1.0)	21 (20.4)	73 (70.9)	4.49	5
6	Checking the pupils ' books and helping them with their homework can better their daily class work scores in particular and academic performance in general.	0 (0)	0 (0)	4 (4.0)	39 (38.6)	58 (57.4)	4.53	5
7	Pupils develop a desire to perform better and succeed in academics when their parents' expectations and encouragement are positive.	2 (1.9)	1 (1.0)	1 (1.0)	46 (44.7)	53 (51.5)	4.43	5
8	Parents' involvement in supporting the education of their children greatly improves their overall academic performance.	0 (0)	0 (0)	4 (3.9)	43 (41.7)	56 (54.4)	4.5	5
Mean of Indicators on Academic Performance							4.46	5

Source: Primary Data, 2024

Legend			
Mean Range	Response Mode	Rank	Interpretation
4.21 – 5.00	Strongly Agree (SA)	5	Strongly Confirmed
3.41 – 4.20	Agree (A)	4	Confirmed
2.61 – 3.40	Undecided (U)	3	Not Sure
1.81 – 2.60	Disagree (D)	2	Fairly Confirmed
1.00 – 1.80	Strongly Disagree (SD)	1	Least Confirmed

Secondary Data Results on Academic Performance.

Table 7: Primary Leaving Examinations (PLE) Performance of Pupils in Selected Schools in Ntenjeru North, Kayunga District.

No	Primary School	2013							2014							2015						
		Grade Scores							Grade Scores							Grade Scores						
		I	II	III	IV	U	X	Total	I	II	III	IV	U	X	Total	I	II	III	IV	U	X	Total
1	Kayera	-	1	5	4	16	1	27	-	-	12	1	25	-	38	-	2	-	2	12	3	19
2	Kihabwemi	1	7	14	4	5	1	32	-	8	8	13	4	2	35	-	1	13	7	4	-	25
3	Bujalya	-	12	13	3	9	1	38	-	7	17	6	18	3	51	-	8	6	7	3	-	24
4	Kigaaya BCS	-	1	5	5	14	1	26	-	3	4	1	8	17	33	-	5	13	9	12	-	39
5	Kigaya COU	-	11	18	8	10	2	49	-	6	18	10	10	2	46	-	4	4	6	11	5	30
6	Kisiha	-	5	5	6	5	1	22	-	10	9	3	2	1	25	-	7	4	5	2	3	21
7	Karama	-	-	8	5	27	3	43	-	-	7	4	7	1	19	-	-	1	3	17	4	25
8	Rumogi	1	14	6	1	-	-	22	-	17	3	-	1	-	21	-	12	8	1	1	3	25
9	Kikuube	-	8	8	8	4	3	31	1	12	14	3	5	-	35	-	7	14	5	4	1	31
10	Sir Tito Winyi	-	25	9	12	2	1	49	3	29	4	2	2	2	42	-	23	15	14	12	-	64
11	St. John Bosco Munteme	-	19	19	4	2	2	46	-	11	9	3	4	3	30	-	12	9	-	-	1	22
12	Mukabara	1	9	4	4	3	-	21	-	11	15	5	1	-	32	-	10	14	3	3	-	30
13	Wambabya	-	14	12	8	10	-	44	-	12	10	16	20	2	60	-	4	4	5	6	5	24
14	Kikoboza	1	16	19	5	12	-	53	-	17	12	10	16	1	56	-	16	10	1	3	-	30
15	Kibararu	-	9	8	12	2	1	32	-	3	11	12	25	4	55	-	1	3	2	17	2	25
16	Muhuiju	-	2	2	1	13	1	19	-	1	5	5	15	-	26	-	-	4	3	10	1	17
17	Kitondora	-	1	5	-	14	1	21	-	2	1	3	9	1	16	-	1	2	4	9	-	16
18	Ruguse	2	16	24	17	5	-	64	-	15	14	17	20	2	68	-	10	19	8	14	3	54
19	Bujugu	-	3	9	3	5	1	21	-	1	8	8	15	2	34	-	4	3	12	3	-	23
20	Bugambe Tea	-	14	14	16	25	9	78	2	7	5	5	16	5	40	-	4	8	9	6	2	29
21	Bugambe BCS	-	8	9	4	7	-	28	-	1	3	3	10	4	21	-	5	12	3	1	2	23
	Totals	6	195	216	130	190	29	766	6	173	189	130	233	52	783	0	136	166	109	150	35	596

Source: Secondary Data, Uganda National Examinations Board PLE Results, 2021, 2022, & 2023

Table 7 indicates that academic performance in Ntenjeru North, Kayunga, District remains so poor with low pass grades, for instance in the 21 selected schools for this study, out of 766 pupils who sat for PLE in 2013, only six obtained grade one while 190 were ungraded; in 2014, of the 783 pupils, only 6 got to grade one, yet 233 were ungraded; in 2015, of the 596 pupils, none were in grade one but 15 candidates were ungraded. Evidence provided from the results of the three years referred to above further indicate that out of a total of 2145 candidates who sat for PLE in the last three years (2013, 2014 & 2015), only 12 representing

0.56 percent managed to pass in grade I compared to the 573 (26.7%) ungraded and the 116 (5.41%) in grade X (total failures), UNEB (2013, 2014, 2015) and therefore not eligible for any post-primary education institution. This state of academic performance is alarming and unless it is addressed and mitigation measures put in place, Buhaguzi County is likely to produce children with an education that does not equip them with skills, knowledge, and experience to deal with the current challenges like unemployment, poverty, and social economic development while others will never join secondary education level.

Hypothesis Testing for Parents' Involvement and Academic Performance of Pupils.

Table 8: Chi-Square Statistics Results on the Relationship between Parents' Involvement and Academic Performance in Ntenjeru North

	ASCL	AACP
Chi-Square	71.905 ^a	79.122 ^b
Df	3	2
Asymp. Sig.	.000	.000

- a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 21.0.
b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 32.7.

Table 7 shows that the average support to a child's learning at home (ASCL) has a Chi-square = 71.905, Asymp. Sig = .000 and average academic performance (AACP) Chisquare = 79.122, Asymp. Sig = .000.

Hypothesis three: There is a significant relationship between Parents' Involvement in supporting the Child's learning at Home and Pupils' Academic Performance in UPE Schools in Ntenjeru North, Kayunga, District

The hypothesis to be tested here was whether there was a significant relationship between parents' involvement in supporting the child's learning at home and pupils' academic performance in UPE Schools in Buhaguzi County, Hoima District. Based on chi-square statistics on whether the average rate of academic performance differs by the level of parental involvement in supporting the child's learning at home, results indicate Chi-square = 71.905, Asymp. Sig = .000. The estimated probability of obtaining a chi-square value greater than or equal to 71.905 if average responses on academic performance do not vary with average responses on parents' involvement in supporting the child's learning at home is $p = .000$. The low significance level value suggests that the average rate of response on academic performance does differ or vary by the average level of parents' involvement in supporting the child's learning at home. In conclusion, therefore, there was a significant relationship between parents' involvement in supporting the child's learning at home and pupils' academic performance in UPE Schools in Buhaguzi County, Hoima District, as revealed already by the respondents in this study.

Discussion

Relationship between Parents' Involvement in Supporting the Pupils' Learning at Home and Pupils' Academic Performance in UPE Schools in Ntenjeru North, Kayunga, District.

Pupil's School Attendance.

The study revealed that, majority of the respondents (93) representing 90.3 percent of the respondents on average (4.31) at least confirm that pupils' class absenteeism is usually high whenever there is planting, harvesting, and market days as pupils are asked to stay at home to assist their parents with work and this negatively affects pupil's academic performance.

In an interview with the Inspector of Schools and the head teachers of the selected schools in Ntenjeru North, they all opined that *parents are the cause of children's absenteeism during planting and harvesting seasons, market days, weddings, and cultural days, and that this affects academic performance*. An interesting case was registered in one of the schools studied, *where out of 500 pupils in the school, half (250) of the pupils would absent themselves during planting season, and approximately 100 would be absent during the normal days*. This lends good credence to the findings about the same aspect. Irregular children's school attendance has seen: *(i) pupils missing exams, indiscipline cases among pupils, dropout rates, class laziness and defilement, pregnancies, and early marriages on the rise, they argue*.

Atkinson (1998) contends "that one crucial element of a child's success in school is school attendance." With such revelations about pupils' school attendance, it's no wonder that the academic performance of pupils in Ntenjeru North is poor. In the same vein, "when student non-attendance increases, research has shown a corresponding decrease in student achievement". Cases of school absenteeism in Buhaguzi County are still high, especially as parents use pupils as labor, mainly during the planting and harvesting time, and in petty trading to get money.

Checking pupils' books and helping them with do homework

Results present two separate but related questions with one (question 2) seeking to establish whether parents check their pupil's homework books whenever they are at home to assess class performance while the other (question 3) seeking to establish whether parents assist their pupils to do homework given by their teachers in class and whether they

usually sign their homework books. Question 2 has a mean response of 2.39, while question 3 has 2.18 as its mean response. Both All these two mean responses fall under the ranking of two (2), indicating that the assertions were all just fairly confirmed, with the majority of the respondents either disagreeing with the assertions or just being not sure of how the parents behave in this respect. Only a few would at least confirm these two assertions, with 11 collectively confirming question 2 and 12 collectively confirming question 3. This therefore confirms that parents have very little involvement in either checking their pupils' homework books while at home to assess class performance, or in assisting their children to do homework given by their teachers. However, anecdotal as well as research evidence shows that there is a need for parents to work closely with teachers, especially by checking their pupils' books and helping pupils with homework while at home, to guide and encourage good academic performance.

A careful consideration of the findings from the interviews suggests that most parents do not check their children's workbooks and cannot even help their children do the homework, though a few do help. This they opine happens for different reasons; *(i) many parents lack the necessary education and are therefore not knowledgeable enough to take on and answer the questions asked, (ii) facilities like lighting, and furniture, are missing in many of the homesteads, (iii) parents lacking time because they come back home very late and find children asleep, and (iv) some simply have a negative attitude towards education.*

Parents' Expectations and Encouragement

The last set of questions (4 & 5) sought to find out the level of parents' expectations of and encouragement to their children to perform well and achieve in education. Question 4, for instance, sought to establish whether parents believed that learning should only take place at school, while question 5 was meant to find out whether parents usually encourage their children to work hard for good academic performance. Findings from the study, as shown in Table 4.6, indicate that question 4 attracted a mean response of 3.79 with a rank of 4, which shows that the respondents generally confirmed that parents believed that learning should only take place at school. A look at question 5 on whether parents usually encourage their children to work hard for good academic performance reveals a mean response of 3.02, indicating that respondents were not generally sure (rank 3) of the true or right action of parents in this regard.

On parents' expectations for and encouragement to their children, the interviewees opine that very few parents express any expectations for their children, nor encourage them to work hard for good academic performance. They argue that some parents do not take education seriously, while others do not even know what to do. The other challenge is that other parents are not concerned, especially if they are uneducated. They would say, "after all, for me.

I am not educated, am I not living well?" This thinking then makes their children drop out of school, thinking that education does not matter.

Parental encouragement, they further contend, *(i) encourages good morals, discipline, and hard work, (ii) improves teachers' morale and efforts that children put into their academics to meet their parents' targets, and (iii) creates positive competition as pupils want to be like the successful people they know (role models).*

Questions 5, 6, 7, and 8 are all intended to measure the relationship between parents' support of the child's learning at home and academic performance. Question 5 reveals that for responses on absenteeism in class cumulatively affecting the pupil's performance in end-of-term and PLE examinations, 21(20.4%) agree, while 73(70.9%) even more strongly agree, posting a mean score of 4.49. On whether checking the pupils' workbooks and helping them with their homework can better their daily class work scores in particular and academic performance in general, findings reveal that 39(38.6%) agree while 58(57.4%) strongly agree, registering a mean score of 4.53. Regarding whether pupils develop a desire to perform better and succeed in academics when their parents' expectations and encouragement are positive, findings show that 46(44.7%) agree while 55(51.5%) strongly agree, registering a mean score of 4.43. Lastly, on whether parents' involvement in supporting the education of their children greatly improves their overall academic performance, respondents reveal that 43(41.7%) agree, while 56(54.4%) strongly agree, presenting a mean score of 4.5. All the means of the four questions (5, 6, 7, and 8) fall under the rank of 5, indicating that respondents to all these questions strongly confirm the positive nature of the relationship between Parents' support to their children's learning at home and academic performance. Statistically, the hypothesis tested as regards this objective reveals that there is a significant relationship between parents' involvement in supporting the child's learning at home and academic performance in UPE schools of Ntenjeru North, Kayunga, District. Academic performance in Ntenjeru North, Kayunga, District schools will remain poor as it is for as long as parents do not take up a central role in ensuring that their children regularly attend school.

Despite this low involvement and participation by parents, the key informants of this study went ahead to underscore the significance of the relationship between parental support in homework and academic performance. They particularly indicate that; *(i) it improves parent-teacher relations, (ii) teachers' morale goes down when the parents do not assist their children, (iii) class work performance is poor, (iv) pupils fear going to school when homework is not done hence absenteeism, and at worst (v) it breeds laziness when their children's books are not checked.* According to one of the Chairpersons, PTA revealed that *teachers, in the long run, give up on lazy pupils to concentrate on the active ones.*

Many studies have documented the significance of parent involvement in assisting pupils with homework (Balli, Demo, and Wedman, 1998). For instance, found that “an active teaching role for parents may be most appropriate for elementary children experiencing difficulty in school.” A critical evaluation of the views of the authors above clearly brings to the fore the significance of parental support to children handling their homework. It’s not surprising as well when the study found out that the majority of the studied schools in the area were experiencing poor academic performance. Therefore, parents need to create time and a good home environment to check their children’s workbooks and assist them with homework to improve their academic performance.

The significance of parents’ values, expectations, and encouragements to pupils as a mechanism to improve academic performance has been equally validated in several studies. A number of these studies have “concluded that parents play an invaluable role in laying the foundation for their children’s learning” (Fan 2001; Giallo et al., 2010; Jeynes, 2013). In light of the fore-supportive arguments to the findings of this research, therefore, the low level of parents’ expectations from and encouragement to their children to perform well and achieve in education has very strong ramifications for the academic performance of their children in school. Parents should therefore give positive encouragement to their children to perform better academically.

Conclusion.

The study therefore concludes that there was a significant relationship between parents’ involvement in supporting the child’s learning at home and pupils’ academic performance in UPE Schools as revealed already by the respondents in this study.

It also follows, therefore, that a parent who wishes to see good results from his/her child has only one choice; that of proactively supporting the learning of his/her child to complement the school’s efforts. This means parents need to create time and a good home environment to check their children’s workbooks and assist them with homework to improve their academic performance. Parents should therefore give positive encouragement to their children to perform better academically. Academic performance in UPE schools will remain poor as it is, for as long as parents do not take up a central role in ensuring that their children regularly attend school.

Recommendation.

It is imperative that parents are sensitized to support their children’s learning, if not they can even be compelled to do so. Arrests can be made of parents who keep home children of school going age in activities like farming and petty businesses as a source of cheap labor. Local community leaders, like the Local Council I Committee members, can be engaged to ensure that children attend school.

The significance of parents’ values, expectations and encouragements to pupils as a mechanism to improve academic performance has been equally validated in a number of studies.

There is need for parents to create time and good home environment to check their children’s work books and assist them with homework to better their academic performance.

In light of the fore supportive arguments to the findings of this research, therefore, the low level of parents’ expectations from and encouragement to their children to perform well and achieve from education has very strong ramifications to the academic performance of their children in school. Parents should therefore give positive encouragement to their children to perform better academically.

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List of abbreviations

MDGs	: Millennium Development
Goals	
MoES	: Ministry of Education and Sports
NGOs	Non-Governmental
Organizations	
PLE	Primary Leaving Examination
PTA	: Parents' Teachers Association
SMC	School Management Committee
SPSS	Statistical Package for Social
Scientists	
UNEB	Uganda National Examination Board
UPE	Universal Primary Education Board
of Directors	
USE	Universal Secondary Education

Source of funding.

There is no source of funding.

Conflict of interest.

No conflict of interest was declared.

Availability of data.

Data used in this study are available upon request from the corresponding author.

Authors contribution.

JS designed the study, conducted data collection, cleaned and analyzed data and draft the manuscript and MS supervised all stages of the study from conceptualization of the topic to manuscript writing and submission.

Ethical approval

A research authorization letter was obtained from the School of Graduate Studies and Research. Participants were asked to sign consent forms to participate in the research. The study ensured that the principle of informed consent was observed and sought their voluntary consent. Participants were asked to consent to participate in the research, and they were informed that their participation was entirely voluntary. Explained that the information provided would be used solely for the study and that meaningful data could be obtained if participants shared their views on the research topic. Informed participants that all data gathered in the study would be treated with strict confidentiality and that the findings would be used exclusively for academic purposes.

Informed consent

A consent form was filled by the respondents after explaining the purpose of the study to them. The respondents were assured of confidentiality as no name will appear on the questionnaire. No participant was forced to participate in the study and all the study materials used during the interviews were safely kept under lock and key only accessible by the researcher.

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Page | 13

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