**PARENT INVOLVEMENT & ACADEMIC PERFORMANCE OF COMPASSION**

**INTERNATIONAL SPONSORED PRIMARY SCHOOLS; A CASE STUDY OF**

**KIKONDA & BRIGHT FUTURE PRIMARY SCHOOLS,**

**KYANKWANZI DISTRICT**

**BY**

**Sabano Patience**

**2019/FEB/MADES/M224765/WKD**

**A DISSERTATION SUBMITTED TO THE DIRECTORATE OF POSTGRADUATE**

**STUDIES & RESEARCH IN PARTIAL FULFILMENT OF THE REQUIREMENTS**

**FOR THE AWARD OF A MASTER OF ARTS DEGREE IN**

**DEVELOPMENT STUDIES**

**OF NKUMBA UNIVERSITY**

**JANUARY, 2022**

# Declaration

I, **Sabano Patience** declare that this dissertation under the topic “the influence of parental involvement on academic performance of Compassion International sponsored primary schools, a case of Kikonda and Bright Future primary schools, Kyankwanzi District” is my original work and has never been presented to any other institution for an award

Sabano Patience

Signature………

# Approval

This dissertation has been produced under my supervision and is ready for examination

Signature: ………………………

 Mr. Sendawula Noah (Supervisor)

# Dedication

I would like to dedicate this work to my family that has been supportive to me both financially and spiritually. Special thanks go to Rev. Kamya Steven Jean and Mrs. Rebecca Kamya for standing with me throughout this journey.

# Acknowledgement

I would like to extend my sincere thanks to God almighty who sustained me throughout my stay at NkumbaUniversity.

My appreciation further goes to my family and all my friends for the support, advice and encouragement. I would like to thank my supervisor, Mr. Sendawula Noah, for the tireless effort and time devoted to guiding throughout the process of research.

Special thanks and appreciation go to respondents at administration, staff and parents from Kikonda and Bright Future primary schools who participated in the study by setting aside valuable time to provide the necessary information for my research.

TABLE OF CONTENTS

[Declaration i](#_Toc94434818)

[Approval ii](#_Toc94434819)

[Dedication iii](#_Toc94434820)

[Acknowledgement iv](#_Toc94434821)

[List of Figures xii](#_Toc94434822)

[List of Tables xiii](#_Toc94434823)

[Abstract xv](#_Toc94434824)

[CHAPTER ONE 1](#_Toc94434825)

[INTRODUCTION 1](#_Toc94434826)

[1.0 Overview 1](#_Toc94434827)

[1.1 Background to the study 1](#_Toc94434828)

[1.1.1 Historical background 1](#_Toc94434829)

[1.1.2 Conceptual background 3](#_Toc94434830)

[1.1.3 Theoretical background 5](#_Toc94434831)

[1.1.4 Contextual background 7](#_Toc94434832)

[1.2 Statement of the problem 8](#_Toc94434833)

[1.3 Purpose of the study 9](#_Toc94434834)

[1.4 Specific objectives 10](#_Toc94434835)

[1.5 Research questions 10](#_Toc94434836)

[1.6 Scope of the study 11](#_Toc94434837)

[1.6.1 Geographical scope 11](#_Toc94434838)

[1.6.2 Content scope 11](#_Toc94434839)

[1.6.3 Time scope 11](#_Toc94434840)

[1.7 Significance of the study 11](#_Toc94434841)

[CHAPTER TWO 13](#_Toc94434842)

[LITERATURE REVIEW 13](#_Toc94434843)

[2.0 Introduction 13](#_Toc94434844)

[2.1 Literature survey 13](#_Toc94434845)

[2.2 Literature Review 15](#_Toc94434846)

[2.2.1 The concept of parental involvement 15](#_Toc94434847)

[2.2.2 The concept of academic performance 17](#_Toc94434848)

[2.3 Models of parental involvement 18](#_Toc94434849)

[2.3.1 Parenting 19](#_Toc94434850)

[2.3.2 Communicating 20](#_Toc94434851)

[2.3.3 Volunteering 20](#_Toc94434852)

[2.3.4 Learning at home 21](#_Toc94434853)

[2.3.5 Decision making 21](#_Toc94434854)

[2.3.6 Collaborating with the community 22](#_Toc94434855)

[2.4 Determinants of parental involvement 22](#_Toc94434856)

[2.4.1 Parental Aspirations 22](#_Toc94434857)

[2.4.2 Parenting Self-Efficacy 23](#_Toc94434858)

[2.4.3 Perceptions of the School 23](#_Toc94434859)

[2.5 The influence of parental participation in school activities on academic performance 24](#_Toc94434860)

[2.6 The influence of parent-child communication about school activities on academic performance 26](#_Toc94434861)

[2.7 The influence of parent-teacher engagement on academic performance 29](#_Toc94434862)

[2.8 Conceptual framework 32](#_Toc94434863)

[CHAPTER THREE: 34](#_Toc94434865)

[RESEARCH METHODOLOGY 34](#_Toc94434866)

[3.0 Introduction 34](#_Toc94434867)

[3.1 Research design 34](#_Toc94434868)

[3.2 Study population 34](#_Toc94434869)

[3.3 Sample size and selection 35](#_Toc94434870)

[3.3.1 Sampling technique 35](#_Toc94434872)

[3.4 Data collection sources 36](#_Toc94434873)

[3.4.1 Primary data 36](#_Toc94434874)

[3.4.2 Secondary data 36](#_Toc94434875)

[3.5 Data collection methods 37](#_Toc94434876)

[3.5.1 Survey questionnaire method 37](#_Toc94434877)

[3.5.2 Interviewing 37](#_Toc94434878)

[3.6 Data collection instruments 38](#_Toc94434879)

[3.6.1 Self-administered questionnaire 38](#_Toc94434880)

[3.6.2 Interview guide 38](#_Toc94434881)

[3.7 Validity and Reliability 39](#_Toc94434882)

[3.7.1 Validity 39](#_Toc94434883)

[3.7.2 Reliability 40](#_Toc94434884)

[3.8 Data processing 40](#_Toc94434885)

[3.8.1 Data analysis 40](#_Toc94434886)

[Analysis of quantitative data 40](#_Toc94434887)

[Analysis of qualitative data 41](#_Toc94434888)

[3.8.2 Limitation and delimitations of the study 41](#_Toc94434889)

[3.9 Ethical considerations 41](#_Toc94434890)

[CHAPTER FOUR 43](#_Toc94434891)

[DATA ANALYSIS, PRESENTATION, INTERPRETATION & DISCUSSION OF FINDINGS 43](#_Toc94434892)

[4.0 Introduction 43](#_Toc94434893)

[Response rate 43](#_Toc94434894)

[4.1 Respondents’ background information 44](#_Toc94434895)

[4.1.1 Gender of respondents 44](#_Toc94434896)

[4.1.2 Age of respondents 44](#_Toc94434898)

[4.1.3 Period under the support of Compassion International 45](#_Toc94434900)

[4.1.4 Highest level of education 46](#_Toc94434902)

[4.2 Influence of parental participation in school activities on academic performance of pupils in Kihonda and Bright future primary schools 47](#_Toc94434904)

[4.2.1 Attending all school events motivated children academically 47](#_Toc94434905)

[4.2.2 Attending school meetings enhanced on students’ intelligence 48](#_Toc94434907)

[4.2.3 Engaging in co-curricular activities boosted students’ self-esteem 49](#_Toc94434909)

[4.2.4 Attending performance evaluation days improved students school attendance. 51](#_Toc94434911)

[4.2.5 Creating a safe school environment improved students’ reading 52](#_Toc94434913)

[4.2.6 Engaging in volunteering activities improved students’ academic morale 53](#_Toc94434915)

[4.2.7 Assisted children in accomplishment of school assignments 54](#_Toc94434917)

[4.2.8 Sustained a conducive school environment improved students’ interactivity. 55](#_Toc94434919)

[4.3 Influence of parent-child communication about school activities on performance in Kikonda and Bright future primary schools. 57](#_Toc94434921)

[4.3.1 Parents ensure that children get enough reading time at home 57](#_Toc94434922)

[4.3.2 Frequent follow ups on pupil’s school academic progress. 58](#_Toc94434924)

[4.3.3 Provision of school necessities communicated by children 60](#_Toc94434926)

[4.3.4 Cultivation of friendly academic atmosphere. 61](#_Toc94434928)

[4.3.5 Increased interest in academic progress 62](#_Toc94434930)

[4.3.6 Positive child support 63](#_Toc94434932)

[4.3.7 Improved school children’s attendance 64](#_Toc94434934)

[4.4 Influence of parent-teacher engagement on academic performance of pupils in Kikonda and Bright future primary schools 65](#_Toc94434936)

[4.4.1 Bolstered academic performance of children 65](#_Toc94434937)

[4.4.2 Improvement in quality of teaching 67](#_Toc94434939)

[4.4.3 Increased interest in childrens’ academic progress 68](#_Toc94434941)

[4.4.4 Joint planning for home development routines. 69](#_Toc94434943)

[4.4.5 School administration has clear and defined policies for teachers that encourage communication with parents discussing the curriculum 70](#_Toc94434945)

[CHAPTER FIVE 72](#_Toc94434947)

[SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS 72](#_Toc94434948)

[5.0 Introduction 72](#_Toc94434949)

[5.1 Summary of findings 72](#_Toc94434950)

[5.1.1 Parental participation in school activities and academic performance 72](#_Toc94434951)

[5.1.2 Parent-child communication about school activities and academic performance 73](#_Toc94434952)

[5.1.3 Parent engagement and academic performance 73](#_Toc94434953)

[5.2 Conclusion 74](#_Toc94434954)

[5.3 Recommendations 74](#_Toc94434955)

[REFERENCES 75](#_Toc94434956)

[APPENDIX A: SELF-ADMINISTERED QUESTIONNAIRE 82](#_Toc94434957)

[APPENDIX B: INTERVIEW GUIDE 86](#_Toc94434958)

# List of Figures

[Figure 1: Conceptual framework showing the relationship between parental involvement and academic performance 33](#_Toc74652350)

# List of Tables

[Table 3.1: Population and sample size distribution 35](#_Toc94434871)

[Table 4.1: Gender 44](#_Toc94434897)

[Table 4.2: Age (in years) 45](#_Toc94434899)

[Table 4.3: Period under the support of Compassion International (in years) 45](#_Toc94434901)

[Table 4.4: Highest level of education 46](#_Toc94434903)

[Table 4.5: Attending all school events motivated children academically 47](#_Toc94434906)

[Table 4.6: Attending school meetings enhanced on students’ intelligence 48](#_Toc94434908)

[Table 4.7: Engaging in co-curricular activities boosted students’ self-esteem 50](#_Toc94434910)

[Table 4.8: Attending performance evaluation days improved students school attendance 51](#_Toc94434912)

[Table 4.9: Creating a safe school environment improved students’ reading 52](#_Toc94434914)

[Table 4.10: Engaging in volunteering activities improved students’ academic morale 53](#_Toc94434916)

[Table 4.11: Assisted children in accomplishment of school assignments s 55](#_Toc94434918)

[Table 4.12: Sustained a conducive school environment improved students’ interactivity 56](#_Toc94434920)

[Table 4.13: Parents ensure that children get enough reading time at home 57](#_Toc94434923)

[Table 4.14: Frequent follow ups on pupil’s school academic progress 59](#_Toc94434925)

[Table 4.15: Provision of school necessities communicated by children 60](#_Toc94434927)

[Table 4.16: Cultivation of friendly academic atmosphere 61](#_Toc94434929)

[Table 4.17: Increased interest in academic progress 62](#_Toc94434931)

[Table 4.18: Positive child support 63](#_Toc94434933)

[Table 4.19: Improved school children’s attendance 64](#_Toc94434935)

[Table 4.20: Bolstered academic performance of children 66](#_Toc94434938)

[Table 4.21: Improvement in quality of teaching 67](#_Toc94434940)

[Table 4.22: Increased interest in childrens’ academic progress 68](#_Toc94434942)

[Table 4.23: Joint planning for home development routines 69](#_Toc94434944)

[Table 4.24: School administration has clear and defined policies for teachers that encourage communication with parents discussing the curriculum………………………………….70](#_Toc94434946)

# Abstract

The study was about the influence of parental involvement on academic performance of Compassion International sponsored primary schools with specific reference to Kikonda and Bright Future primary schools, Kyankwanzi District. It was guided by three objectives which are; i) to examine how parental participation in school activities has influenced academic performance in Kikonda and Bright Future primary schools, ii) to assess how parent-child communication about school activities has influenced academic performance in Kikonda and Bright Future primary schools and iii) to examine how parent-teacher engagement has influenced academic performance in Kikonda and Bright Future primary schools.

The study adopted a cross sectional survey design focused on quantiative and qualitative aproaches to collect data from 124 respondents who had been conveniently picked for the sample of which only 101 positively responded to the study. The study used the survey questionnaire and interviewing data collection methods.

Under the first objective it was revealed that co-curricular activities conducted in both Kikonda and Bright Future include musical performance (music dance and drama day) which usually occurs in second term, art shows and debate competition. Under the second objective, it was revealed that parents commonly emphasise communication with various teachers of their children in various subjects to find out how their children are performing. Under the third objective it was revealed that it is the responsibility of the class teachers to make regular updates to parents about children’s’ academic issues.

The study recommends that Kikonda and Bright Future primary school should create a newsletter for parents within the school-site as well as a newsletter district-wide specifically for parents. It was also suggested that Compassion International sponsored schools should implement regular informal gatherings with the teachers to provide informal opportunities for parents to meet and come up with effective strategies on how to enhance children’s performance.

# CHAPTER ONE

# INTRODUCTION

# 1.0 Overview

This chapter presents the background of the study, statement of the problem, main objective of the study, specific objectives, research questions, scope of the study, significance of the study, and the operational definitions of the study

# Background to the study

# 1.1.1 Historical background

In the late nineteenth and early twentieth centuries, a different pattern of partnerships began. Parental authority began to diminish and local school control could be seen in the increased authority of state, county, and district educational systems (DeMoss, 2012). During this time period the school began to pull away from the community knowledge and towards the educational expertise of the teachers. Up to this time, it was thought that anyone could teach (DeMoss, 2012). Parenting was supplemented by instruction and curriculum in schools (Berger, 2011). Throughout this shift, student coursework became enhanced in areas that the parents and community members did not have knowledge of or a background in. As a result, Epstein (2001) suggested that parents were expected to take on a different role-that of preparing their children for school by imparting values, responsibility, and other commonly held work ethics.

The importance of parent involvement in their children’s education is not a new issue. Parents began to become involved in nursery schools at the beginning of 20th century in the United States. Parent cooperative nursery schools bloomed from the 1920s to the 1960s. Most of these educational centers were located in college or suburban towns and welcomed primarily stay-at-home mothers who served as paraprofessionals in the classrooms, assisting a teacher and taking physical care of the facility (Gestwicki, 2007). The major notion of parent involvement was that parents know what they want for their children and thereby should be involved in the school. Parent involvement in school helped those educational settings to decrease budget costs and build a tie between parent and school (Gestwicki, 2007). However, these parent involvement efforts were limited to middle-class families

Parents began to decide on a level of involvement well-suited to their lives and commitments. According to the rationale, if children are to achieve their fullest potential; there must be an opportunity for Head Start parents to influence the character of programs that affect the development of their children (Henrich & Blackman-Jones, 2016). Parents were offered education activities to engage in with their children (Kellaghan, Sloane, Alvarez, & Bloom, 2013). For example, parents began to work with their own children along with the staff, plan parent activities by themselves, participate as volunteers in classrooms, and set standards for the hiring of professional staff. Thus, the Head Start program was able to actively reach out to parents.

Although parents and teachers have interacted since schools were first formed in the United States, the concept of parental involvement has changed over time (Cutler, 2010). In the early nineteenth century, parents and the community greatly controlled the actions of the schools. The home, church, and school supported the same goals for learning and for the integration of the student into the adult community (Prentice and Houston, 2012). The community, including the parents and church, were in control of the educational system by hiring teachers, developing the curriculum, and addressing adulthood skills necessary for their environment.

Prior to the 1850’s, before public education existed, parents and families were responsible for the education of their children. During the late 1800’s and early 1900’s education in schools became wide spread. As public education grew and teachers became professionals many began to believe that professionals alone should be responsible for educating children (Stein and Thorkildsen, 2013). As years went by, families showed some concern about this new view on who should be in charge of their children’s education.

# 1.1.2 Conceptual background

According to Francis (2015), parental involvement includes a wide range of behaviors but generally refers to parents' and family members' use and investment of resources in their children's schooling. These investments can take place in or outside of school, with the intention of improving children's learning. Bruno (2012) adds that parental involvement at home can include activities such as discussions about school, helping with homework, and reading with children. Involvement at school may include parents volunteering in the classroom, attending workshops, or attending school plays and sporting events.

Parental involvement refers to a situation where parents are directly involved in the education of their children, they involve themselves and are involved by the school and teachers in the learning process of their children, and they fulfil their duties as parents in making sure that the learner is assisted in the process of learning as much as they possibly can. It does not just refer to parents enquiring about the performance of a learner in schools, but also in them taking a role in communicating with their children with the aim of having a healthy relationship with them, so that the process of encouraging, mentoring, leading and inspiring may be genuine (Clinton and Hattie, 2013).

On the other hand, academic performance is the measurement of student achievement across various academic subjects. Teachers and education officials typically measure achievement using classroom performance, graduation rates and results from standardized tests. Mohammad (2013) explains that academic performance is the extent to which a student, teacher or institution has attained their short or long-term educational goals. Completion of educational benchmarks such as primary school diplomas and bachelor's degrees represent academic achievement.

Becher (2017) states that parental involvement not only improves a child’s success in the classroom, but it also significantly increases their cognitive development. People often neglect to remember that the cognitive development of a child is directly related to their ability to learn (Merrill, 2014). As a child develops, they learn mainly by seeing and then doing. When parents are continually involved in helping their child learn non-school related things, they are actually increasing the probability that their child will reach a high level of cognitive development. Parents have the ability to stimulate a child’s adult intellect and create a foundation for proper reading instruction (Anderson, 2016). This will in turn make it more likely for the child to reach higher levels of achievement in school.

Parent involvement not only improves a child’s success in the classroom, but it also significantly increases their cognitive development (Becher, 2017). People often neglect to remember that the cognitive development of a child is directly related to their ability to learn. As a child develops, they learn mainly by seeing and then doing. When parents are continually involved in helping their child learn non-school related things, they are actually increasing the probability that their child will reach a high level of cognitive development. Parents have the ability to stimulate a child’s adult intellect and create a foundation for proper reading instruction (Anderson, 2016).

# 1.1.3 Theoretical background

The study was guided by the Cognitive Development Theory which was advanced by Jean Piaget in 1981. The basic assumption of his theory was that young children are active learners with a constant drive to match their internal constructions (their own view of the real world) and external constructions (the external realities they face with in their surroundings) (Piaget, 1981). Children, as agents in his term, continually rework and revise-assimilate and accommodate their internal constructions with each new experience (Prior and Gerard, 2007).

The Cognitive Development Theory was fit to guide the current study because it explains how children assimilate new learning and accommodate their own incorrect views of the world more quickly if they are more actively involved with people and things in their surroundings. In this regard, children learn best when they have opportunities to interact with their environments, and particularly with their parents who are a vital part of children’s environments (Athey, 2017). For example, parent involvement activities such as practicing interactive homework creates opportunities for children to interact meaningfully with their parents such that children construct their own knowledge within both a social and physical environment through this process (Bailey, Silvern, Brabham, & Ross, 2014).

Cognitive skills development is a broad concept that involves the maturing of a variety of abilities and is defined by the American Psychological Association (VandenBos, 2015) as “the skills involved in performing the tasks associated with perception, learning, memory, understanding, awareness, reasoning, judgment, intuition, and language. In this process, parents can play a crucial role, contributing to stimulating and supporting children's self-regulatory and cognitive development (Bandura, 2013). Indeed, parents who undertake verbal interactions and structure activities and games with their children allow them to live the rich linguistic communication and contexts of shared attention and meanings. These experiences encourage children's active exploration and engagement with their environments, improving children's academic skill and their success in school (Grossmann et al, 2012).

# 1.1.4 Contextual background

Compassion International Uganda is a Christ centered, church based and child focused foundation and is the leading authority in holistic child development through education sponsorship (Becher, 2017). In Uganda, Compassion has operated for the past 36 years and currently has more than 340 child development centers serving 93,500 children in the most impoverished areas within its reach across the country. Mugisha (2018) opined that it is the role of parents to become effective partners in their child’s education, performance in schools where kids are failing. This shows the importance of parental involvement in changing academic performance in pupils.

Baker, (2013) asserts that it is widely recognized that if pupils are to maximize their potential from schooling, they will need the full support of both their parents and community members. Attempts to enhance parental involvement in education occupy governments, administrators, educators and parents’ organizations. It is anticipated that parents in Uganda should play a role not only in the promotion of their own children’s achievements but more broadly in school improvement and the democratization of school governance.

Regardless of government policies, some parents have always been actively involved in enhancing their children’s development and educational progress. This spontaneous activity has taken a number of forms including ‘good parenting’ in the home pre-school (which provides a good foundation of skills, values, attitudes and self-concept); visits to school to gather relevant information and establish good relationships; discussions with teachers to keep abreast of the child’s progress or to discuss emergent problems; and assisting more broadly in the practical activities and governance of the school (Byrnes, 2012)

In Uganda, pupils’ achievement and adjustment are influenced by many people, processes and institutions (Talemwa, 2015). Parents, the broader family, peer groups, neighborhood influences, schools and other bodies (for instance churches, clubs) are all implicated in shaping children’s progress towards their self-fulfillment and citizenship. The children themselves, of course, with their unique abilities, temperaments and propensities play a central role in forming and reforming their behavior, aspirations and achievements (Diri, 2018). Aina, (2012) explains that in the face of this complexity, attempts to ascertain the impact of any singular force in shaping achievement must proceed with some conception of how the many forces and actors might interact with each other. It should be emphasized that child outcomes are broadly conceived. It includes attainment as accredited in public examinations and National tests. It also refers to a wide range of attitudes, values and knowledge which, taken together, help sustain a commitment to lifelong learning and good citizenship.

# 1.2 Statement of the problem

McCoach (2015) observed that the participation of majority of parents in the academic performance parents provide assistance and ensure that the environment is safe, their children have basic needs, self-esteem needs, teach morals and values, develop child mutual respect and involve in the child's instruction; thus the involvement of parents in academic performance enhances the success rate of pupils in schools. However, it has been realised that the parental involvement is not always effective in enhancing academic performance of pupils in primary schools.

It was revealed that the academic grades of pupils in primary 4 and 6 have been declining after each academic year, for instance, in the academic year 2017/2018 performance declined by 31.5% from that of the previous academic year which was at 43.2% (MoE schools performance report, 2018). It was also revealed that almost 29% of the pupils who were supposed to be promoted in upper classes failed exams because their level of knowledge could not meet the standards required for promotion, this was evident in a number of those students who failed both interviews and exams for promotional exams (Talemwa, 2018). Nye et al (2016) found that there is higher performance where parent participation is higher and specifically where this starts from a lower point of training. However, despite all this, there are still differences in performance from one pupil to another in both primary schools. It was based upon this background that the study is conducted to determine the influence of parental involvement on academic performance in primary schools sponsored by Compassion International NGO, Kikonda and Bright Future primary schools.

# 1.3 Purpose of the study

The purpose of the study was to examine the influence of parental involvement on academic performance of Compassion International sponsored primary schools at Kikonda and Bright Future primary schools, Kyankwanzi District.

# 1.4 Specific objectives

The study was guided by the following research objectives;

1. To examine how parental participation in school activities has influenced academic performance in Kikonda and Bright Future primary schools.
2. To assess how parent-child communication about school activities has influenced academic performance in Kikonda and Bright Future primary schools.
3. To examine how parent-teacher engagement has influenced academic performance in Kikonda and Bright Future primary schools.

# 1.5 Research questions

1. How has parental participation in school activities influenced academic performance in Kikonda and Bright Future primary schools?
2. How has parent-child communication about school activities influenced academic performance in Kikonda and Bright Future primary schools?
3. How has parent-teacher engagement influenced academic performance in Kikonda and Bright Future primary schools?

# 1.6 Scope of the study

The scope of the study is divided into three sections as follows;

# 1.6.1 Geographical scope

The study was carried out in Kyankwanzi in two of the primary schools which are sponsored by Compassion International NGO. The study based on Kikonda and Bright Future primary schools. Kikonda primary school is located near Kaffu River and Bright Future primary school is approximately 200 meters away from Kikonda primary school.

# 1.6.2 Content scope

The study discussed parental involvement as the independent variable and academic performance as the dependent variable. Discussions were limited to how the elements of parent involvement which include parental participation in school activities, parent-child communication and parent-teacher communication have influenced the academic performance in the primary schools sponsored by Compassion International.

# 1.6.3 Time scope

The study explored data from 2017-2019. The focus of this time was because this was the time when the primary schools had low levels of academic performance of its pupils.

# 1.7 Significance of the study

The findings to may shade more light on the need for parents to be more involved in children’s learning. It is expected that good academic performance increases the number of pupils join primary education, completion rate, enrolment and control the dropout rate at primary stage.

The study may be useful to the government at large to develop effective teaching and learning resources, school designs for example class size and encouraging and supporting NGO academic support in primary school sector development.

The study may benefit policy makers in coming up with effective strategies to be implemented in a way that can enhance academic performance of students supported by NGOs; this may ultimately enhance parental engagement into the performance of their children.

This study may contribute to the body of knowledge. This is because it was used as a reference material by other researchers. The study also identified areas related to parental involvement in academic performance field that required more research, hence a basis of further research.

# CHAPTER TWO

# LITERATURE REVIEW

# 2.0 Introduction

This chapter elaborates the literature review of the research and reviews literature on the study, concepts, opinions and ideas on the influence of parental involvement on academic performance and the conceptual framework.

# 2.1 Literature survey

The purpose of literature survey is to analyse what has been covered of the problem under study within Uganda, the key findings, and gaps left and propose how the current study intends to fill that important void in research.

Cleophas (2014) conducted a study about the impact of parent’s involvement on students’ academic success in primary schools in Kyankwanzi. The study was guided by two research objectives; to find out the level of involvement of parents and the students’ academic learning process and to establish the relationship between parental involvement and students’ academic attainment. It was revealed that to a greater extent, parents convey attitudes about education to their children during out-of-school hours. These attitudes are reflected in the children's classroom behavior and in the teacher's relationship with the children and the parents. This shows an orientation towards better performance in that parents’ attitudes comprise a key dimension of the relationship between parents schooling. However, there was a knowledge gap, in that Cleophas’s study did not discuss how parental participation in line with school activities has influenced academic performance and therefore, the currents study intends to fill the identified gap.

Muhindo (2016) also conducted a study about the impact of parental involvement on student performance focusing on a case of selected primary schools in Entebbe Municipality. Muhindo’s study was guided by three research objectives namely; i) to explore the impact of parental involvement on students’ mathematics performance in South Africa, ii) to explore the contribution of parental involvement disparities in mathematics performance and iii) To investigate the relationships between students’ academic performance in mathematics and their family background characteristics. The results from Muhindo’s study revealed that to a greater extent, parental involvement ensured and sustainable an intellectually stimulating environment that promotes and motivates their drive towards higher academic performance. This nurtures their talents and boosts their self-esteem. The study shows the need to emphasize the role that parents play in students’ academic performance. However, Muhindo’s study had a knowledge gap in that it failed to discuss how parent-child communication about school influences academic performance of students.

Adong and Lakia (2012) conducted a study about parent involvement and student academic performance in Uganda, they aimed at making a multiple mediational analysis examining two potential mechanisms of this association; the child's perception of cognitive competence and the quality of the student-teacher relationship. In their study, parent involvement in a child's education was consistently found to be positively associated with a child's academic performance. Results indicated a statistically significant association between parent involvement and a child's academic performance, over and above the impact of the child's intelligence. A multiple mediation model indicated that the child's perception of cognitive competence fully mediated the relation between parent involvement and the child's performance on a standardized achievement test. The quality of the student-teacher relationship fully mediated the relation between parent involvement and teacher ratings of the child's classroom academic performance. However, Adong and Lakia’s study did not provide any information on how parent-teacher engagement influences academic performance of pupils.

# 2.2 Literature Review

# 2.2.1 The concept of parental involvement

According to Desforges and Abouchaar (2013), the parental interest is a catchall term for many different actions, including ‘at home’ good parenting, helping with homework, talking to teachers, and attending school functions governance. The parents’ involvement in the inner and outside activities is true child motivation in training. This can imply that the attitude of parents taking efforts to encourage the pupils to undergo the learning for better results by supplying the needed support does motivate them to put high efforts.

The term “parents’ involvement” also refers to all the objects, forces and conditions in the dwelling house, which lure the child physically, intellectually and emotionally. Baker (2013) points out that different home environments vary in many aspects such as the parents’ degree of education, economic status, occupational status, spiritual background, attitudes, values, interests, parents’ expectation for their baby birds, and family size among others. It is also observed that parents’ involvements differ from one family to another, and so is affects to pupil’s academic performance.

The family makes critical contributions to student achievement, from earliest childhood through high school. Efforts to improve children’s outcomes are much more effective if they encompass their families. When schools engage parents and students, there are significant effects. When parents are involved at school, not just at home, children do better in school and they stay in school longer (Henderson & Berla, 2018). According to Henderson and Berla (2018), the most accurate predictor of a student's achievement in school is not income or social status but the extent to which that student's family is able to: create a home environment that encourages learning; express high (but not unrealistic) expectations for their children's achievement and future careers; become involved in their children's education at school and in the community.

Parent involvement in a child's early education is consistently found to be positively associated with a child's academic performance (Craft, 2013; Marcon). 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. The influence of parent involvement on academic success has not only been noted among researchers, but also among policy makers who have integrated efforts aimed at increasing parent involvement into broader educational policy initiatives. Coupled with these findings of the importance of early academic success, a child's academic success has been found to be relatively stable after early elementary school (Entwisle and Hayduk, 2019). Therefore, it is important to examine factors that contribute to early academic success and that are agreeable to change.

# 2.2.2 The concept of academic performance

Academic performance is the advancement of pupils going from one phase to another or obtains a score of issues which are in middle position to higher. Henderson and Mapp (2012) argue that pupil achievement is most usually limited by report cards and grades, grade point averages, enrolment in advanced years, attendance and staying in school, been advanced to the next stage, and improved behavior. In this study academic performance refers to score in school examinations.

Academic performance has always been associated to the evaluation tests results, which are those corresponding to student's IQ, and leaving aside other personal characteristics (Athey, 2017). Among such characteristics, the importance of emotional intelligence is worth highlighting (management, facilitation, understanding and perception), dimensions associated to personality traits (emotional impulsiveness, respect for others, sociability, negotiating skills, openness to experience, self-confidence) and, of course, the meaning of life, since the creation of meaning is related to each person’s individual development, in hand with other processes such as identity, relationships and life goals.

Today, there is a clear need for education to learn about the factors that influence a student’s academic performance, considering the performance to be the quantitative result obtained during the learning process, based on the evaluations carried out by the teachers through objective test evaluations (Ambrose, 2017). The latest patterns in this area highlight the importance of considering other variables beyond intellectual capabilities. These trends are supported by several points of research that show that academic performance is not only associated with intellectual quotient (IQ), but there are multiple variables and dimensions to which a certain predictive value can be attributed. For this reason, the objective of this report is to extend the existing source of knowledge when it comes to explaining or understanding academic performance, which is why we will analyze the importance of emotional intelligence, personality and the meaning of life in such performance.

# 2.3 Models of parental involvement

Educators and parents play major roles in the educational success of students. Students need a positive learning experience to succeed in school: one providing support, motivation, and quality instruction. With the increas­ing demands on the family, parental support in the education of students ex­tends beyond the school building. Many families are faced with overwhelming and unpredictable schedules and circumstances while juggling school, sports, family situations, family time, work schedules, and other responsibilities, al­lowing minimal time to provide support in any one given area (Swap, 2020).

Although it seems that parental involvement is researched the topic of many domestic and foreign studies, there is still concern regarding parental in­volvement and what constitutes effective parental involvement in the education of students. Educators, parents, and community members may have different opinions regarding effective involvement practices and the ways each can con­tribute to the educational process. Parental involvement in the education of students begins at home with the parents providing a safe and healthy environment, appropriate learning ex­periences, support, and a positive attitude about school. Several studies indicate increased academic achievement with students that have involved parents (Ep­stein, 2019).

Epstein (2019), and Henderson and Mapp (2020) have studied parental involvement and its effects on the educational process over the years. A leading researcher of parental involvement is Joyce Epstein, the founder and director of the National Network of Partnership Schools at Johns Hopkins University. With numerous studies and work in over 100 publications, Epstein focuses on school, family, and community partnership programmes that will improve policy and prac­tice in an effort to increase student academic achievement and student success. Epstein has identified a framework which containing six important factors with regards to parental involvement. This framework is based on findings from many studies of what factors are most effective with regards comes to children’s education (2009). Those six factors are parent­ing, communicating, volunteering, learning at home, decision-making and col­laborating with the community.

# 2.3.1 Parenting

This includes all of the activities that parents engage in to raise happy, healthy children who become capable students. Unlike teachers, whose influence on a child’s is relatively limited, parents maintain a life-long commit­ment to their children. Activities that support this type of involvement provide information to parents about their child’s development, health, safety, or home conditions that can support student learning. Includes: parent education and other courses or training for parents, family support programmes to assist fam­ilies with health, nutrition, and other services, home visits at transition points to elementary, middle, and secondary school.

# 2.3.2 Communicating

Families and schools communicate with each other in multiple ways. Schools send home notes and flyers about important events and activities. Parents give teachers information about their child’s health and educational history (Bandura, 2013). A school website is an additional mode of communication with parents and families. Includes: conferences with every parent at least once a year, language translators to assist families as needed, regular schedule of use­ful notices, memos, phone calls, newsletters, and other communications

# 2.3.3 Volunteering

Applies to recruiting and organising help and support from parents for school programmes and students’ activities. There are three basic ways that individuals volunteer in education. First, they may volunteer in the school or classroom by helping teachers and administrators as tutors or as­sistants (Burke, 2012). Second, they may volunteer for the school; for instance, fundraising for an event or promoting a school in the community. Finally, they may volunteer as a member of an audience, attending school programmes or performances. Includes: school/classroom volunteer programme to help teachers, administra­tors, students, and other parents, parent room or family center for volunteer work, meetings, and resources for families, annual postcard survey to identify all available talents, times, and locations of volunteers.

# 2.3.4 Learning at home

Pertains to providing ideas and information to par­ents about how they can best assist their children with homework and curric­ular-related decisions and activities. Parents helping their children with home­work or taking them to a museum, are examples of this type of involvement (Clinton and Hattie, 2013). These activities produce a school-oriented family and encourage parents to interact with the school curriculum. Activities to encourage learning at home provide parents with information on what children are doing in the classroom and how to help them with homework. Includes: information for families on skills required for students in all subjects at each grade, information on home­work policies and how to monitor and discuss schoolwork at home, as well as family participation in setting student goals each year and in planning for col­lege or work (Clinton and Hattie, 2013).

# 2.3.5 Decision making

Refers to including parents in school decisions and to developing parent leaders and representatives. Parents participate in school decision making when they become part of school governance committees or join organizations, such as the parent/teacher’s association (Diri, 2018). Other decision-making activities include taking on leadership roles that involve disseminat­ing information to other parents. Includes: active PTA/PTO or other parent organizations, advisory councils, or committees for parent leadership and par­ticipation, independent advocacy groups to lobby for school reform and im­provements, networks to link all families with parent representatives (Diri, 2018).

# 2.3.6 Collaborating with the community

Pertains to identifying and in­tegrating communities’’ services and resources to support and strengthen schools, students, and their families. Includes: information for students and families on community health, cultural, recreational, social support, and other programmes/services, information on community activities that link to learn­ing skills and talents, including summer programmes for students (Duncan and Amato, 2017):. Each of these factors can lead to various results for students, parents, teaching practices, and the school climate. In addition, each factor includes many different practices of partnership. Lastly, each factor poses challenges to involve all families and those challenges must be met.

# 2.4 Determinants of parental involvement

# 2.4.1 Parental Aspirations

Parental aspirations refer to idealistic hopes or goals that parents may form regarding future attainment. Parents who hold high aspirations for their children’s future are likely to be more willing to ex­ert efforts to ensure that those aspirations are realized. Indeed, evidence from research suggests that educational and occupational aspirations are associated with the ways in which parents shape children’s activities, time, and learning environment (Murphey, 2018).

# 2.4.2 Parenting Self-Efficacy

The construct of self-efficacy refers to „beliefs in one’s capabilities to organize and execute the courses of action required to produce given attainments” (Bandura, 2019). Research conducted in a va­riety of countries finds that individuals with high self-efficacy in a specific area exert effort in that area, persevere in the face of difficulty, and respond resilient­ly to adversity (Bandura, 2020). They are less prone to self-defeating thought patterns, and they experience less stress and depression than those with lower self-efficacy. The construct of self-efficacy is intended to be domain specific; particular experiences with respect to a given domain affect the individual’s sense of confidence about acting efficaciously in that domain

# 2.4.3 Perceptions of the School

Parents’ degree of involvement is likely to be affected by the school itself. If teachers appear to care about the welfare of the child, communicate respect for parents, and develop effective means of communicating with families, parents are more willing and able to become in­volved in their children’s schooling (Hoover-Dempsey & Sandler, 2016).

# 2.5 The influence of parental participation in school activities on academic performance

Given the role parents as a primary support system and socializing sources for children, parents influence children in many and multifaceted ways (Athey, 2017). During middle adolescence, the relationships between parents and adolescents are an essential part of adolescents’ life and may have an important impact on healthy adolescent development. In other words, considering adolescence as critical developmental stage, the parental support and involvement are crucial in determining the competence with which young people establish higher achievement in this major developmental period. For instance, many scholars (McCreary and Dancy, 2014) outlined a significance relationship between family functioning and adolescent adjustment that family functioning was significantly associated with adolescents’ (a) psychological well-being, (b) school adjustment, and (c) problem behavior such as smoking and drug abuse. It can be said that effective communication skills, family relations and family functioning patterns provide a support for positive child and adolescent development.

Outstanding attention in literature, there is an agreement of terminology across theoretical or empirical point of view and there is little consensus concerning just what involvement is, how to conceptualize it, how to measure it, and how to compare different people’s engagement in it (Palkovitz, 2017). Most researchers have been agreed that families are one of the most important influences on adolescents’ school outcomes and a number of studies shown the importance of facilitating parental involvement in education (Jimerson, 2016). While types of parent involvement vary widely, the widespread among researchers that parent involvement contributes to successful children at school such as include attending a parent-teacher conference, volunteering at school, helping with homework, or simply encouraging student achievement. According to Gestwicki (2014) the term parent involvement consists of series of activities, including all ways of school-parent interaction, like parent education or parent training. It is possible that school outcomes are related to parental involvement, conceptualized as the extent to which the parent is interested in, knowledgeable about, and takes an active part in their children school activities.

According to Demo and Wedman (2016), parent involvement such as attending a parent-teacher conference, volunteering at school, helping with homework, or simply encouraging student achievement, provides an opportunity for children to gain more achievement, to improve school attendance and increase cooperative behavior. In the same vein, Phillips (2012) outlined the association between parental involvement and children’s education, and described the parental involvement in student achievement in three main areas: (a) education at home, both directly and indirectly; (b) socialization, including discipline, parental aspirations and beliefs, and cultural influences: and (c) formal parent-school involvement.

Many studies link parent involvement with a range of positive student outcomes, including higher achievement, improved school attendance, increased cooperative behavior, enhanced school retention and lower dropout rates (Demo & Wedman, 2016). Parents who are highly involved in their children's schools are more likely to be involved at home, as well. Empirical evidences revealed that elementary school children with fathers or mothers who are highly involved in their schools are more likely to have participated in educational activities with their parents than children whose parents have low levels of involvement in their schools. This can be implied that, parent who are less involved and affectionate with their children are more likely to experience many more academic and behavioral problems with those children as they grow in years (Griffith, 2015).

This is good progress but brief. Please widen the review and discussion while pointing out the gaps.

# 2.6 The influence of parent-child communication about school activities on academic performance

The role parents play in their children’s education can have far-reaching consequences for children’s socio-emotional development, school readiness, school adjustment, and academic performance. Parental engagement promotes parent child, parent teacher, and/or parent–school interactions and establishes parents as active participants in their children’s learning activities [Citation]. A positive relationship between parental involvement and students’ achievement is supported in the literature. For example, parents’ communication and participation in school is linked to higher teacher-reported scores in reading and mathematics for younger students, at Grades 3 through 5 (Lee & Bowen, 2016).

Parental engagement can be equally important in developing children’s early literacy and numeracy skills. As noted in a recent literature review (Saracho & Spodek, 2010), parents’ reading age-appropriate stories to their children contributes to the development of children’s listening comprehension skills, oral language skills, positive attitudes toward reading, larger vocabulary acquisition, and learning that text conveys meaning. Consequently, the findings show that greater parental engagement with storybook reading improves children’s reading achievement in academic settings. Longitudinal studies demonstrate that children’s reading and mathematics skills at the time of school entry predict higher reading and mathematics achievement in later grades, and that early math skills are a stronger predictor of later reading achievement than early reading skills are (Duncan et al., 2017). Although children’s early literacy and numeracy skills can be developed both at home and outside the home, it has been realised that families are arguably the most important source in developing children’s early reading and mathematics skills)

Most educators recognize parental involvement in school activities and positive and direct influence on student academic performance (Fehrmann, Keith & Reimers, 2015). In other words, achieving home-school consistency and information exchange between parties can be seen as important for academic, personal, and social development of children. Thus, they have better grades, test scores, long-term academic achievement, attitudes and behaviors than those with disinterested parents (Peterson, 2016). Wanat (2013) conducted a study with parents who were actively involved with their child’s education. Her study conceptualized parent involvement in school from the perspectives of parents, and parents reported that parental involvement helped to increase learning, helped to shape kid’s attitudes toward school, helped to build self-esteem, and helped children to take school seriously.

Many Scholars indicate that school teaching and parental role complimentarily and this can be easily enhanced when parents have opened an opportunity to participate together in meetings through parent teachers’ associations through where parents will be able to visit classrooms and interact with their children and teachers (Burke, 2012). These studies cover a global context including developing countries like Namibia. Parents’ communication with teachers in this interactive process helps to generate ideas on how pupils can perform better by merging experiences of both the teacher and parent on the child’s academic capacity. According to Whittenberger (2013) this improves children engagement. However, there is need to examine further the direct impact of parent presence in a classroom for effective teaching and learning to take place. This is because it is possible that parent- child relationships differ and might affect differently the action of parent visits to their children’s learning environments at school. That means that some children may feel comfortable while others may be uncomfortable due to the parents’ presence in the classroom.

Baker and Soden (2016) assert that relationship between parents’ involvement and children’s education can be improved through parents’ attendance of meetings and parent teacher conferences. This as many scholars indicate, enables parents to participate, evaluate and follow up their children to find out how their children are academically progressing. For instance, Ondieki (2012), in her study done in Kenya argues that parents who maintain frequent contact with schools have higher achieving children than parents with no frequent contact. She goes on to argue that schools that are well-connected with the community tend to have higher achieving students than schools with fewer ties. The issue of better academic performance is a collective responsibility so that both parents and teachers need to participate together, schools should also put in means and ways of encouraging them to participate. This forms the core of this book. Much as the parents may be motivated to follow up their children, they may not easily succeed in it unless schools allow them a platform for proper decision making. It can be concluded that unless such platforms are opened for parental participation, there develops a gap between a school teaching and parental roles thus a gap in teaching-learning process.

This is good progress but brief. Please widen the review and discussion while pointing out the gaps.

# 2.7 The influence of parent-teacher engagement on academic performance

In 1990, the government committed itself to The Education for All (EFA) initiatives that were discussed at UNESCO World Conference at Jomtien, Thailand. Various strategies have since been put in place to achieve these goals. For example, in 2003 the government of Kenya re-introduced free and compulsory education in pursuit of Universal Education for All attained in 2015. In the Vision 2030, Kenya will provide a globally competitive quality Education, through training and research for development. The overall goal for 2012 was to reduce illiteracy by increasing access to education, improving the transition rate from primary to secondary and raising the quality and relevance of education.

Chemagosi (2015) conducted a study to investigate the influence of parental involvement on academic performance of pre-school children in Emgwen division, Nandi Central District, Kenya. Majority of the respondents sometimes communicated with their pre-school children about their school progress. It was established that children whose parents communicate with, perform better in academics than those whose parents do not. The study concluded that only a few parents’ responses showed high aspiration on their children's academic achievement. Thus, the study recommends that parents should be sensitized on the importance of pre-school children education so as to understand their role and involvement in the children’s academic performance. Every school should be mandated to organize general parents’ meetings to enable the parents to meet teachers and discuss problems affecting their children’s academic performance. This means that such parents therefore should be advised on the need to motivate their children to work harder.

Cultivating the teacher-parent relationship is also considered vital to the development of team work. Unfortunately, many teachers are not specifically trained in the skills they need, to communicate effectively with parents. School communication practices are so fundamental to involving families in the education process. Therefore, teacher preparation and professional development programs should actively promote the development of communication skills for teachers. Teachers strive to establish partnerships with parents to support student learning. Strong communication is fundamental to this partnership and to building a sense of community between home and school. In these changing times, teachers must therefore continue to develop and expand their skills in order to maximize effective communication with parents. Good communication between parents and teachers has many benefits. This can be implied to mean that when parents and teachers share information, children learn more and parents and teachers feel more supported. Good communication can help create positive feelings between teachers and parents.

Parental involvement in the academic performance of their children has observably ripped good results. An improvement in the class average performance for Adukrom Methodist Primary School pupils in Ghana was seen to have improved from 68% to 79% with majority of teachers attributing this improvement to parental participation in the children’s activities at school. The fact that parents kept contact with the teachers in school as concerns their children academics was a boost to most of the children putting in more efforts to achieve better results. Mante1, Awereh and Opare concluded that teachers ‘partnership with parents was influential in leading to better pupil’s performance in classroom.

Staden (2013) suggested that improved communication between the school and the home strengthens social networks, enables access to information and material, allows parents to appreciate their own essential roles and personal efficacy and motivates them to continue their own education. Similarly, it enhances the contact with other parents experiencing comparable problems, which is beneficial. On the side of teachers, they observed that teachers feel more positive about teaching the school in which there is effective communication. Schools and teachers know that good communication with parents is an important part of their job. Teachers therefore need to know about the children’s families, language, and culture in order to help them learn.

# 2.8 Conceptual framework

**Independent variable** **Dependent variable**

**Parental involvement**

* Parental participation in school activities
* Parent-child communication
* Parent-teacher engagement

**Corporate social responsibility**

* Charitable CSR
* Environmental CSR
* Ethical CSR

**Academic performance**

* Intellectual level.
* Study habits
* Teacher-student relationship
* Self-esteem

Intervening variable

* School environment
* School syllabus

*Source: Adopted from Mauri,* (*2013*) *and modified by the researcher (2021)*

# Figure 1: Conceptual framework showing the relationship between parental involvement and academic performance

The conceptual framework reflects two variables namely parental involvement as the independent variable and academic performance as the dependent variable. In other words, it’s conceptualized that academic performance depends on parental involvement.

In the current study, the dimensions of non- parental involvement include parental participation in school activities, parent-child communication and parent-teacher communication can lead to a direct impact on academic performance by affecting dimensions such as intellectual level, study habits, teacher-student relationship and self-esteem.

However, despite the relationship between the independent variable and dependent variable, other intervening variables exist and can affect both variable outcomes. All the above elements of the independent variable were assessed and their relationship with academic performance.

# CHAPTER THREE:

# RESEARCH METHODOLOGY

# 3.0 Introduction

This chapter presents issues relating to the research design that was adapted for the study; highlighting the study population, sample size as well as the sampling procedure or techniques. The methods and tools used for data collection, procedures that were followed during the collection of data and data analysis techniques are also discussed in this chapter.

# 3.1 Research design

The study used a cross sectional survey design to collect data over a period of time in order to investigate the causal relationship if any, between the existing parental involvement and academic performance. The study also used both qualitative and quantitative research approaches which complement each other in order to ensure that this study produces the best outcomes. Quantitative data involves collecting and converting data into numerical form hence use of statistical calculations in computing the responses from respondents under the questionnaire instrument and also computing the hypothesis where conclusions were drawn.

# 3.2 Study population

The study population targeted 180 individuals from the both from Kikonda and Bright Future primary schools, Kyankwanzi District. The population comprised of 2 head teachers, 4 deputy head teachers, 25 teaching staff, 149 parents.

# 3.3 Sample size and selection

The study used the Yamane (1967:886) formula of sample determination to determine the sample size as shown below.

**Where**

n = Sample size

N= Population size

e = margin of error at 95% confidence level

e = Margin of error/0.05

n = N

 1 + N (e2)

n= 180

 1 + 180 (0.052)

n= 180

 1 + 180 (0.0025)

n= 124

# Table 3.1: Population and sample size distribution

|  |  |  |  |
| --- | --- | --- | --- |
| **Respondents**  | **Population**  | **Sample size** | **Sampling method** |
| Head teachers | 2 | 2 | Census |
| Deputy head teachers | 2 | 2 | Census |
| Teaching staff | 25 | 18 | Purposive sampling |
| Parents | 149 | 102 | Simple random sampling |
| **Total**  | **180** | **124** |  |

**Source: Secondary data**

# 3.3.1 Sampling technique

The researcher used purposive method of sampling which is used to selected respondents who have lived experiences with the study variables in this case parental involvement in academic performance. This method is important because it is dictated by the nature of the study which aims at getting information from specific respondents (Syed, 2016) in relation to parental involvement and its influence to academic performance in Kikonda and Bright Future primary schools, Kyankwanzi District.

Convenience sampling was also used by the researcher for convenience purposes just in case the selected staff is not available at the time of the interview for example head teachers’ can be replaced by deputy head teachers.

Simple random sampling was used to select respondents from parents. This method is important because it gave respondents equal chances of participating in the study and as such eliminating elements of bias.

# 3.4 Data collection sources

# 3.4.1 Primary data

Primary data is data that is collected by a researcher from first-hand sources (Ajayi, 2017). In this study, primary data was collected directly from primary sources with the aim of gathering richness of information from most reliable and informed respondents about the current situation of the study problem (Syed, 2016).

# 3.4.2 Secondary data

Secondary data was collected through document reviews and other sources such as textbooks, business reports/ manuals, journals so as to get enough relevant information about the research topic ((Ajayi, 2017).

# 3.5 Data collection methods

Ormrod, (2001) stated that data collection methods are an important aspect of any type of research study. Inaccurate data collection can impact the results of a study and ultimately lead to invalid results.

# 3.5.1 Survey questionnaire method

A survey questionnaire is a set of questions used in a survey (Andrea, 2014). The survey questionnaire is a type of data gathering method that is utilized to collect, analyze and interpret the different views of a group of people from a particular population. The method was used because data was collected relatively quickly since the researcher was did not need to be present when the questionnaires were being completed. The questionnaires were delivered physically by the researcher to the selected respondents who filled them and return to the researcher.

# 3.5.2 Interviewing

Andrea (2014) states that interview method of data collection is a verbal conversation between two people with the objective of collecting relevant information for the purpose of research. The purposes of the interview are to explore the views, experiences, beliefs and/or motivations of individuals on specific matters and are particularly appropriate for exploring issues where participants may not want to talk about such issues in a group environment.

# 3.6 Data collection instruments

According to Abawi (2014), the following are important in collecting valid and reliable information of the study.

# 3.6.1 Self-administered questionnaire

Smedts (2009) asserts thata self-administered questionnaire (SAQ) refers to a questionnaire that has been designed specifically to be completed by a respondent without intervention of the researchers. The questionnaire comprised of statements requiring the respondents to opt for one out of the five opinions using the 5-point Likert scale with strongly disagree=1, disagree=2, not sure=3, agree=4 and strongly agree=5.

Therefore, five points rating scales of questionnaire from strongly disagree (1) to strongly agree (5) were adopted to measure the variables of reward management. Academic performance was measured by a one-item questionnaire on five-point Likert scale [where disagree (1) to strongly agree (5), this is the single global rating approach (Davidson,1979) as it is believed to be an easier approach to collect data (Haque and Taher,2008; Yu and Egri,2005). The questionnaires were distributed to all 124 respondents because they are assumed to have prior knowledge about the parental involvement and academic performance.

# 3.6.2 Interview guide

To supplement the few open-ended questions in the questionnaire, more questions were designed in the interview guide targeting key informants. These mainly included heads of departments, teachers, and parents. This category of the sample was most appropriated for interview since they are relatively few and have a wide knowledge about the variables of the study given their leadership role in the organization. The open-ended questions provoked a lively discussion and many other relevant issues come up in the due course and these enriched the results of this study with more facts on the ground. Each respondent was free to give his/her own opinion from their experiences.

# 3.7 Validity and Reliability

## 3.7.1 Validity

Validity in the context of this study means the extent to which the results of the study can be accurately interpreted and generalized to other populations. That is to say the extent to which the research instruments are able to measure what they are actually intended to measure (Oso & Onen 2008). In order to establish validity, three experts were engaged to evaluate the relevance of each item in the data collection instrument in line with the objectives of the study and rate each on a scale of 1 to 4; where 1 means not relevant and 4 means quite relevant. Validity was determined using the Content Validity Index (CVI).

 CVI =  Where;

n is the number of items in the instrument rated 3 or 4 (rated as high)

N is the total number of items in the whole instrument.

Items that scored a CVI of 0.75 and above were retained as valid, while those with a CVI below this mark were abandoned and replaced with other items based on the experts’ comments. After identifying the vague and ambiguous questions, corrections were made and final instruments was prepared.

## 3.7.2 Reliability

Reliability of an instrument is defined as the consistence of the instrument in picking the needed information. Reliability (Internal consistency and stability) of the instruments was tested using Cronbach ‘s Alpha (α) coefficients (Cronbach, 1946). Reliability quality was determined utilizing SPSS Examination Scale (Alpha coefficient). Typically, since of its ease and programmed appropriateness which fits a two or more-point rating scale. The analyst utilized Alpha co-efficient since it is simple and programmed to apply ((Mugenda, 2010).

# 3.8 Data processing

The collected data was edited, coded and cross checked for completeness using Ms Excel and exported to Statistical Package for Social Sciences version 25 for analysis.

# 3.8.1 Data analysis

The coded data was analyzed using statistical package SPSS standard version 25.0 for windows (2010) and excel for windows (2010). The analysis of results focused on influence of parental involvement on academic performance.

## Analysis of quantitative data

The quantitative collected information was altered, coded and cross-checked for completeness utilizing Ms Excel and copied to SPSS version 25 for examination. The quantitative information was displayed in form of numeric utilizing tables and charts frequencies and percentages of results. The inferential measurements such as regression analysis and correlation were utilized to test the hypotheses.

## Analysis of qualitative data

Qualitative data was analysed using content analysis and thereafter develop themes and sub-themes. The findings were presented in narrative form by directly reporting respondents responses through quotations.

# 3.8.2 Limitation and delimitations of the study

Non response from the participants: Some participants refused to respond owing to the “sensitivity” of the variables or because they may have limited time owing to their busy schedules. The researcher overcame this challenge by using substitutes with delegated authority who are knowledgeable about the subject matter.

Methodological challenges in view of measuring the variables. It may be cumbersome to choose measures to use for the different variables. The researcher encountered a trade-off between measurability and significance.

# 3.9 Ethical considerations

Throughout the study, the researcher ensured confidentiality of the information given by the respondents who took part in the study. In addition to this, respondent’s informed consent was sought from participants of the study. The participation in this study were entirely voluntary with no coercion or payment of respondents at all. When reviewing literature, the researcher ensured that relevant acknowledgement was made to all the authors whose work was cited.

**Informed consent**

The analyst guaranteed the he advises his respondents about the reason of the study and sometime before conducting interviews, respondents were inquired whether they have agreed or not to take part and provide their individual data.

**Anonymity**

The analyst guaranteed that none of the respondents’ name was said anyplace within the study but or maybe respondents were alluded to utilise letters of alphabet for instance respondent “A OR AB”.

**Confidentiality**

The analyst guaranteed that other than her and the supervisor, no one else had access to the information that was obtained amid the research supervisor.

**Privacy**

The analyst complied the rules and rights of the respondents to guarantee that the rights to security and security of the respondents were not encroached.

# CHAPTER FOUR

# DATA ANALYSIS, PRESENTATION, INTERPRETATION & DISCUSSION OF FINDINGS

# 4.0 Introduction

This chapter presents the findings on the three specific objectives of the study, namely, i) to examine how parental participation in school activities has influenced academic performance in Kikonda and Bright Future primary schools, ii) to assess how parent-child communication about school activities has influenced academic performance in Kikonda and Bright Future primary schools and iii) to examine how parent-teacher engagement has influenced academic performance in Kikonda and Bright Future primary schools. This section begins with providing background characteristics of the respondents, findings per study objective and then the conclusion.

# Response rate

Out of the 124 questionnaires distributed, 101 respondents filled and returned the questionnaires representing 81.5% response rate which is acceptable in making conclusions since it is above .70 or 70%. The 101 filled questionnaires are the basis of reporting in this chapter and the subsequent chapters

# 4.1 Respondents’ background information

In this study, the respondents’ background information including gender, age groups, marital status, highest level of education attained and others, and the results obtained are given below;

# 4.1.1 Gender of respondents

The respondents were asked to identify the gender in which they belonged to, responses to the question are summarized in table 4.1

|  |
| --- |
| Table 4.1: Gender |
|  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Male | 48 | 47.5 | 47.5 | 47.5 |
| Female | 53 | 52.5 | 52.5 | 100.0 |
| Total | 101 | 100.0 | 100.0 |  |

**Source: Primary data** **(2021)**

According to results in table 4.1, it is revealed that 52.5% of the respondents were females while 47.5% were males. The results imply that all respondents were well represented in terms of gender and hence the study did not suffer from gender bias. This means that both Kikonda and Bright future primary schools recruit more females than the men.

# 4.1.2 Age of respondents

Respondents were asked to identify the age group that they belonged to, results to the question are summarised in table 4.2

|  |
| --- |
| Table 4.2: Age (in years) |
|  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 20-30 Years | 33 | 32.7 | 32.7 | 32.7 |
| 31-40 Years | 37 | 36.6 | 36.6 | 69.3 |
| 41-50 Years | 24 | 23.8 | 23.8 | 93.1 |
| Above 50 Years | 7 | 6.9 | 6.9 | 100.0 |
| Total | 101 | 100.0 | 100.0 |  |

**Source: Primary data (2021)**

As seen in table 4.2, results show that 32.7% were aged between 20-30 years, 36.6% were aged between 31-40 years, and 23.8% were aged between 41-50 years while 6.9% were aged above 50 years. The results imply that all respondents were adults and mature to understand the influential role of parental involvement on academic performance.

# 4.1.3 Period under the support of Compassion International

Respondents were also asked to clarify on the period (in years) that they had served in Kikonda and Bright future primary schools. Responses to the question are presented in table 4.3

|  |
| --- |
| Table 4.3: Period under the support of Compassion International (in years) |
|  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Below 2 years | 46 | 45.5 | 45.5 | 45.5 |
| 2-5 years | 55 | 54.5 | 54.5 | 100.0 |
| Total | 101 | 100.0 | 100.0 |  |

**Source: Primary data (2021)**

Results in table 4.3 revealed that 26.7% had served for a period below 2 years while 29.7% had served for a period between 2-5 years. This means that respondents had served or been under the support of Compassion International for a recognizable period of time to be conversant about the study variables, hence provided reliable and relevant information for the study.

# 4.1.4 Highest level of education

Respondents were also asked to identify their highest level of education, responses to this question are highlighted in table 3.5

|  |
| --- |
| Table 4.4: Highest level of education |
|  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Certificate | 12 | 11.9 | 11.9 | 11.9 |
| Diploma | 21 | 20.8 | 20.8 | 32.7 |
| Bachelor’s degree | 38 | 37.6 | 37.6 | 70.3 |
| Master’s degree | 19 | 18.8 | 18.8 | 89.1 |
| If others, specify | 11 | 10.9 | 10.9 | 100.0 |
| Total | 101 | 100.0 | 100.0 |  |

**Source: Primary data (2021)**

The results in table 4.4 indicate that 11.9% of the respondents had certificate qualification, 20.8% had diploma, 37.6% had bachelor’s degree, and 18.8% had master’s degree while 10.9% specified they had qualifications such as doctorates. The results are implied to mean that a higher combined percentage of respondents had attained a recognizable and acceptable level of education in various fields; this means that they were assumed to have prior knowledge and understanding how to interpret or comprehend statements in the study instruments, hence provided reliable information for analysis.

# 4.2 Influence of parental participation in school activities on academic performance of pupils in Kihonda and Bright future primary schools

The findings under this section are under the first objective of the study; to how parental participation in school activities has influenced academic performance in Kikonda and Bright Future primary schools.

# 4.2.1 Attending all school events motivated children academically

Respondents were asked whether children are academically motivated through parents attending all school events; the responses to the question are presented in table 4.5

|  |
| --- |
| Table 4.5: Attending all school events motivated children academically |
|  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 7 | 6.9 | 6.9 | 6.9 |
| Disagree | 8 | 7.9 | 7.9 | 14.9 |
| Not sure | 12 | 11.9 | 11.9 | 26.7 |
| Agree | 31 | 30.7 | 30.7 | 57.4 |
| Strongly agree | 43 | 42.6 | 42.6 | 100.0 |
| Total | 101 | 100.0 | 100.0 |  |

**Source: Primary data (2021)**

The results in table 4.5 indicate the 6.9% of the respondents strongly disagreed, 7.9% disagreed, 11.9% were not sure, 30.7% agreed while 42.6% strongly agreed. The results show that there was a combined percentage of 73.3% who generally agreed to the statement, this can be interpreted to mean that the parents have complied with the system of integrated support for their children. It was revealed that Kikonda and Bright Future primary schools’ management have built partnership with parents and also developed mutual responsibility for children’s academic success.

These findings are in line with Durisic and Bunijevac (2017) who assert that to comply with the system of integrated support for their students’, schools need to build partnership with parents and develop mutual responsibility for children’s’ success in the educational system. In this way, parental involvement is increased, parents’ effort to support schools are encouraged, and they are directly making a positive impact to a successful educational system.

# 4.2.2 Attending school meetings enhanced on students’ intelligence

The respondents were asked whether children’s intelligence is influenced by parents attending school meetings. The results to the question are presented in table 4.6

|  |
| --- |
| Table 4.6: Attending school meetings enhanced on students’ intelligence |
|  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 11 | 10.9 | 10.9 | 10.9 |
| Disagree | 10 | 9.9 | 9.9 | 20.8 |
| Not sure | 7 | 6.9 | 6.9 | 27.7 |
| Agree | 27 | 26.7 | 26.7 | 54.5 |
| Strongly agree | 46 | 45.5 | 45.5 | 100.0 |
| Total | 101 | 100.0 | 100.0 |  |

**Source: Primary data (2021)**

According to results in table 4.6, it is indicated that 10.9% of the respondents strongly disagreed, 9.9% disagreed, 6.9% were not sure, 26.7% agreed while 45.5% strongly agreed respectively. Since majority of the respondents 72.2% generally agreed, it can be implied to mean that parents get an opportunity to share various details with school administration. During an interview session, a key respondent revealed that;

*“Parents who are consistent in attending school meetings have the chance to share academic progress and growth based on classroom observations, testing data, assessments, portfolios and assignments. This has helped children to learn more from their parents since they are placed in a position of being better informed about their children’s strength, needs, behaviors and learning styles”. (Key respondent 1, August, 2021)*

This means that parents get to improve on communication with the teachers of their children.

# 4.2.3 Engaging in co-curricular activities boosted students’ self-esteem

Respondents were asked whether students’ self-esteem is boosted through parents engaging in co-curricular activities.

|  |
| --- |
| Table 4.7: Engaging in co-curricular activities boosted students’ self-esteem |
|  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 15 | 14.9 | 14.9 | 14.9 |
| Disagree | 26 | 25.7 | 25.7 | 40.6 |
| Not sure | 9 | 8.9 | 8.9 | 49.5 |
| Agree | 22 | 21.8 | 21.8 | 71.3 |
| Strongly agree | 29 | 28.7 | 28.7 | 100.0 |
| Total | 101 | 100.0 | 100.0 |  |

**Source: Primary data (2021)**

The results in table 4.7 indicate that 14.9% of the respondents strongly disagreed, 25.7% disagreed, 8.9% were not sure, 21.8% agreed while 28.7% strongly agreed respectively. Since majority of the respondents generally agreed to the statement, it can be implied to mean that parents acknowledge that outside the framework of educational curriculum, there are endless opportunities for children to learn new skills. It was revealed that co-curricular activities conducted in both Kikonda and Bright Future include musical performance (music dance and drama day) which usually occurs in second term, art shows and debate competitions.

Nord and Brimhall (2017) argue that parents who are highly involved in their children's schools are more likely to be involved at home, as well. Empirical evidences revealed that elementary school children with fathers or mothers who are highly involved in their schools are more likely to have participated in educational activities with their parents than children whose parents have low levels of involvement in their schools.

# 4.2.4 Attending performance evaluation days improved students school attendance.

Respondents were asked whether students attendance improves through parents attending performance evaluation days. The results are presented in table 4.8

|  |
| --- |
| Table 4.8: Attending performance evaluation days improved students school attendance |
|  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 30 | 29.7 | 29.7 | 29.7 |
| Disagree | 39 | 38.6 | 38.6 | 68.3 |
| Not sure | 11 | 10.9 | 10.9 | 79.2 |
| Agree | 14 | 13.9 | 13.9 | 93.1 |
| Strongly agree | 7 | 6.9 | 6.9 | 100.0 |
| Total | 101 | 100.0 | 100.0 |  |

**Source: Primary data (2021)**

The results in table 4.8 indicate that 29.7% strongly disagreed, 38.6% disagreed, 10.9% were not sure, 13.9% agreed while 6.9% strongly agreed respectively. The results also indicate that there was a combined percentage of 68.3% who generally disagreed to the statement. This can be used to conclude that parents have not been proactive in attending performance evaluation days set by schools. During an interview session, a key respondent expressed that;

*“Most of the parents do not do follow up on their children’s academic performances. What they are accustomed to is picking academic reports at the end of the term; this has placed many parents in shock of their children’s performance. Us as teachers, we put the blame on parent’s failures to attend days set by the administration for academic performance evaluation of the children where concerns may be rise and parents take part in improving them”. (Key respondent 2, August 2021)*

This means that parents do not always judge their children’s performance correctly.

# 4.2.5 Creating a safe school environment improved students’ reading

The respondents were also asked whether the students’ reading is improved through safe school environments. The responses are presented in table 4.9

|  |
| --- |
| Table 4.9: Creating a safe school environment improved students’ reading |
|  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 29 | 28.7 | 28.7 | 28.7 |
|  | Disagree | 33 | 32.7 | 32.7 | 61.4 |
|  | Not sure | 8 | 7.9 | 7.9 | 69.3 |
|  | Agree | 12 | 11.9 | 11.9 | 81.2 |
|  | Strongly agree | 19 | 18.8 | 18.8 | 100.0 |
|  | Total | 101 | 100.0 | 100.0 |  |

**Source: Primary data (2021)**

According to results in table 4.9, it is seen that 28.7% of the respondents strongly disagreed, 32.7% disagreed, 7.9% were not sure, 11.9% agreed while 18.8% strongly agreed respectively. A combined percentage of 61.4% generally disagreed to the statement. This can be interpreted to mean that it is mainly the sole responsibility of the teachers to create a safe school environment for children. It was revealed that most parents feel that the teachers have to develop culturally responsive classrooms that can foster a safe environment for children, however the parent’s role in this should be limited as teachers are presumed to know best. However, despite the non-collaborative nature between parents and teachers in this endeavor, teachers from both Kikonda and Bright Future indicated that they created welcoming classrooms for all children from different backgrounds in which they feel more likely to connect with their schools and communities.

This is in line with the findings of Lee and Bowen (2016) most educators recognize parental involvement in school activities and positive and direct influence on student academic performance. In other words, achieving home-school consistency and information exchange between parties can be seen as important for academic, personal, and social development of children.

# 4.2.6 Engaging in volunteering activities improved students’ academic morale

The respondents were asked whether students’ morale has increased through volunteering activities by parents. The responses to the question are presented in table 4.10

|  |
| --- |
| Table 4.10: Engaging in volunteering activities improved students’ academic morale |
|  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Not sure | 11 | 10.9 | 10.9 | 10.9 |
| Agree | 36 | 35.6 | 35.6 | 46.5 |
| Strongly agree | 54 | 53.5 | 53.5 | 100.0 |
| Total | 101 | 100.0 | 100.0 |  |

**Source: Primary data (2021)**

The results in table 4.10 show that 10.9% of the respondents were not sure to the statement, 35.6% agreed while 53.5% strongly agreed respectively. The results show a combined percentage of 89.1% generally agreed to the statement respectively. Respondents stated that the parents from both schools Kikonda and Bright Future are often involved in many of the all-school activities and stay abreast of the latest happenings within the schools. Teachers revealed that most parents volunteer as classroom helpers, tutors, volunteer in school computer lab and at times help organise, cater, or work at fundraising activities such as bake sales or car washes.

According to Desforges and Abouchaar (2003) when parents take an active and direct role in their children's education and parents involved in children education activities, children get better grades and test scores, graduate from high school at higher rates, have greater enrollment in higher education also has been shown to improve teacher morale and job satisfaction.

# 4.2.7 Assisted children in accomplishment of school assignments

 Parental involvement is the focus of countless programs and policies, largely due to the amount of time children spend with their families in the early and impressionable time in their lives. Children spend more time with their families during the first ten years of life than in any other social context (Patrikakou et al., 2015).

The respondents were asked whether parents take time to assist children in accomplishment of school assignments. The responses to the question are highlighted in table 4.11

|  |
| --- |
| Table 4.11: Assisted children in accomplishment of school assignments s |
|  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 17 | 16.8 | 16.8 | 16.8 |
| Disagree | 13 | 12.9 | 12.9 | 29.7 |
| Not sure | 11 | 10.9 | 10.9 | 40.6 |
| Agree | 29 | 28.7 | 28.7 | 69.3 |
| Strongly agree | 31 | 30.7 | 30.7 | 100.0 |
| Total | 101 | 100.0 | 100.0 |  |

**Source: Primary data (2021)**

The results in table 4.11 indicate that 16.8% of the respondents strongly disagreed, 12.9% disagreed, 10.9% were not sure, 28.7% agreed while 30.7% strongly agreed respectively. Since majority of the respondents generally agreed, it can be implied to mean that children have parents help cultivate positive learning behaviors even at home environment. Respondents revealed that when parents assist children in accomplishment of class room materials, it’s a sign that their education is important. This has also helped cultivate an environment of reading and revising which has been a successful factor in academic performance of the children.

# 4.2.8 Sustained a conducive school environment improved students’ interactivity.

The respondents were asked whether parents have helped create and sustain a conducive school environment for their children

|  |
| --- |
| Table 4.12: Sustained a conducive school environment improved students’ interactivity |
|  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 20 | 19.8 | 19.8 | 19.8 |
| Disagree | 16 | 15.8 | 15.8 | 35.6 |
| Not sure | 12 | 11.9 | 11.9 | 47.5 |
| Agree | 24 | 23.8 | 23.8 | 71.3 |
| Strongly agree | 29 | 28.7 | 28.7 | 100.0 |
| Total | 101 | 100.0 | 100.0 |  |

**Source: Primary data (2021)**

As seen in table 4.12 it is revealed that 19.8% strongly disagreed, 15.8% disagreed, 11.9% were not sure, and 23.8% agreed while 28.7% strongly agreed respectively. The results show that there is a combined percentage of 52.5% who generally agreed, this means that parents take initiative in ensuring children perform better. During an interview session, a key respondent stated that;

“*a conducive school environment cannot only be created by the school; we encourage parents to also take part of this process and I must admit the results have been positive. We ensure to have enough classes, reading material and infrastructure; parents have offered financial support in this endeavor, through fund raising. For example, here at Bright Future parents played a major role in the construction of the school library, it is still under construction but we believe efforts and support will still be coming through, this will help children in terms of reading material”. (Key respondent 3, September, 2021)*

This means that parents take responsibility seriously and take advantage of every opportunity to enhance children’s learning.

# 4.3 Influence of parent-child communication about school activities on performance in Kikonda and Bright future primary schools.

The findings under this section are under objective 2 of the study; to assess how parent-child communication about school activities has influenced academic performance in Kikonda and Bright Future primary schools

# 4.3.1 Parents ensure that children get enough reading time at home

The researcher aimed at determining whether parents ensure to get enough reading time at home. The responses to the question are summarised in table 4.13

|  |
| --- |
| Table 4.13: Parents ensure that children get enough reading time at home |
|  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 26 | 25.7 | 25.7 | 25.7 |
| Disagree | 34 | 33.7 | 33.7 | 59.4 |
| Not sure | 7 | 6.9 | 6.9 | 66.3 |
| Agree | 14 | 13.9 | 13.9 | 80.2 |
| Strongly agree | 20 | 19.8 | 19.8 | 100.0 |
| Total | 101 | 100.0 | 100.0 |  |

**Source: Primary data (2021)**

The results in table 4.13 show that 25.7% strongly disagreed, 33.7% disagreed, 6.9% were not sure, 13.9% agreed while 19.8% strongly agreed respectively. The results show that there is a combined percentage of 59.4% of the respondents who generally disagreed to the statement which means that many parents are not good advocates for their children’s learning success. It was revealed that a number of children comprising of 32% at Kikonda and 46% at Bright Future have trouble reading; this is because school time alone if not sufficient yet parents do not take on the responsibility in home environment. Respondents revealed that a number of children have poor reading skills, they don’t entirely understand the alphabetic principle and cannot apply these skills in a rapid or fluent manner; they are commonly having poor vocabularies. Parents claim to be overly worked in their respective jobs that they don’t have enough time to encourage children to read at home.

This is in line with Patrikakou (2015) who asserts that there is a natural variation in parental attitude and behaviors associated with student achievements, which include school performance, achievement test scores and educational attainment. Overall, high parental involvement, regardless of ethnicity, socioeconomic status, a child’s sex, and a child’s motivational level, have been found to produce a positive correlation with a student’s academic achievement.

# 4.3.2 Frequent follow ups on pupil’s school academic progress.

Respondents were asked whether parents make frequent follow ups on pupil’s school academic progress. The results are highlighted in table 4.14

|  |
| --- |
| Table 4.14: Frequent follow ups on pupil’s school academic progress |
|  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 13 | 12.9 | 12.9 | 12.9 |
| Disagree | 14 | 13.9 | 13.9 | 26.7 |
| Not sure | 10 | 9.9 | 9.9 | 36.6 |
| Agree | 31 | 30.7 | 30.7 | 67.3 |
| Strongly agree | 33 | 32.7 | 32.7 | 100.0 |
| Total | 101 | 100.0 | 100.0 |  |

**Source: Primary data (2021)**

As seen in table 4.14, results indicate that 12.9% of respondents strongly disagreed, 13.9% disagreed, 9.9% were not sure, 30.7% agreed while 32.7% strongly agreed respectively. The results also show that there is a combined percentage of 63.4% who generally agreed to the statement, this can be interpreted to mean that parents are involved within their children’s academic development. It was revealed that parents commonly emphasise communication with various teachers of their children in various subjects to find out how their children are performing. For some parents, they actually engage teachers in provision of extra time to help children in subjects that they do not perform well in. This is because they ensure to follow up on children’s performance through report cards and organised academic performance evaluation days.

Mannan and Blackwell (2017) determined that when the school environment wasn’t sensitive to the home language and culture, two-way communication was often very difficult, and many parents were discouraged from initiating any type of dialogue with the teacher. Hill and Taylor also suggest that it was not recognized that parental involvement seems to function differently and serve different purposes in different cultural groups

# 4.3.3 Provision of school necessities communicated by children

The researcher asked whether school necessities communicated to parents are always provided. The responses to the question are presented in table 4.15

|  |
| --- |
| Table 4.15: Provision of school necessities communicated by children |
|  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 11 | 10.9 | 10.9 | 10.9 |
| Disagree | 13 | 12.9 | 12.9 | 23.8 |
| Not sure | 15 | 14.9 | 14.9 | 38.6 |
| Agree | 25 | 24.8 | 24.8 | 63.4 |
| Strongly agree | 37 | 36.6 | 36.6 | 100.0 |
| Total | 101 | 100.0 | 100.0 |  |

**Source: Primary data (2021)**

The results in table 4.15 show that 10.9% of the respondent strongly disagreed, 12.9% disagreed, while 14.9% were not sure, 24.8% agreed while 36.6% strongly agreed respectively. Since majority of the respondents generally agreed, it can be implied to mean that there is effective parent-children communication. During an interview session, a key stated that;

*“School requirements comprise of books, pens, uniform and any other as requested by schools, usually what we do is to draft official letter directed to parents, these are given to children to give parents though other times children are just told what to say to their parents; usually parents respond and provide the requested necessities. This is a good sign of parent child communication because at times children report that they always ensure to remind parents until they respond”. (Key respondent 4, August 2021)*

This means that children are provided with required scholastic materials by their parents.

# 4.3.4 Cultivation of friendly academic atmosphere.

Respondents were asked whether parents are always friendly and willing to help children achieve academic goals. The results to the question are summarised in table 4.16

|  |
| --- |
| Table 4.16: Cultivation of friendly academic atmosphere |
|  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 17 | 16.8 | 16.8 | 16.8 |
| Disagree | 20 | 19.8 | 19.8 | 36.6 |
| Not sure | 9 | 8.9 | 8.9 | 45.5 |
| Agree | 28 | 27.7 | 27.7 | 73.3 |
| Strongly agree | 27 | 26.7 | 26.7 | 100.0 |
| Total | 101 | 100.0 | 100.0 |  |

**Source: Primary data (2021)**

As seen in table 4.16, it is revealed that majority of the respondents generally agreed to the statement, this was presented by 26.7% who agreed and strongly agreed respectively. It was also seen that 16.8% strongly disagreed, and 19.8% disagreed to the statement. One key respondent, who disagreed, mentioned that;

*“On many occasions’ children will tell us teachers how they did the assignments with their parents, this indicates willingness of parents in wanting their children to excel academically. This is usually common for holiday reading packages that we give to children; no parent can help a child in accomplishment of an assignment if they are not willing or friendly, because young children cannot learn fast when under pressure”. (Key respondent 5, August, 2021)*

This means that parents play a vital role in academic success of their children in both Kikonda and Bright Future Primary schools.

# 4.3.5 Increased interest in academic progress

The researcher was interested in finding out whether parents know that teachers always give their children assignments. The results are summarised in table 4.17

|  |
| --- |
| Table 4.17: Increased interest in academic progress |
|  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 28 | 27.7 | 27.7 | 27.7 |
| Disagree | 32 | 31.7 | 31.7 | 59.4 |
| Not sure | 10 | 9.9 | 9.9 | 69.3 |
| Agree | 13 | 12.9 | 12.9 | 82.2 |
| Strongly agree | 18 | 17.8 | 17.8 | 100.0 |
| Total | 101 | 100.0 | 100.0 |  |

**Source: Primary data (2021)**

According to results in table 4.17, it is indicated that 27.7% of the respondents strongly disagreed, 31.7% disagreed, 9.9% were not sure, 12.9% agreed while 17.8% strongly agreed respectively. The results show that there was a combined percentage of 59.4% of respondents who generally disagreed; since this is the majority response it can be interpreted to mean that on some elements parents are negligent. It was indicated that on many instances, a child has to first approach the parent with an assignment and in case the child doesn’t do this, many parents do not care to actually find out whether the children have been given assignments. This not only shows a weak chain in communication but also contributes to poor academic performance of children.

Dika and Singh (2016) note that parents play a major role in student achievement; however, based on the Cultural and Social Capital framework, teachers and administrators are very instrumental to the students’ academic achievements as well. While building a partnership with parents, teachers gain a better understanding of the child’s culture, their needs and their academic capabilities, thereby addressing the social capital needs.

# 4.3.6 Positive child support

The respondents were asked whether family functioning patterns provide a support for positive child

|  |
| --- |
| Table 4.18: Positive child support |
|  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 10 | 9.9 | 9.9 | 9.9 |
| Disagree | 13 | 12.9 | 12.9 | 22.8 |
| Not sure | 5 | 5.0 | 5.0 | 27.7 |
| Agree | 33 | 32.7 | 32.7 | 60.4 |
| Strongly agree | 40 | 39.6 | 39.6 | 100.0 |
| Total | 101 | 100.0 | 100.0 |  |

**Source: Primary data (2021)**

The results in table 4.18 indicate that 9.9% of the respondents strongly disagreed, 12.9% disagreed, 5.0% were not sure, 32.7% agreed while 39.6% strongly agreed respectively. It is seen that majority of the respondents generally agreed to the statement, this could mean that the frequency of normal family routines provide additional support on children academic performance. During an interview session, a key respondent expressed that;

*“Dysfunctional families are a great hinderance to child learning. We have a few children from bad family functioning patterns characterised with alcoholism, domestic violence and children working too hard, this does not create a positive environment for a child excelling in academics”. (Key respondent 6, September, 2021)*

# 4.3.7 Improved school children’s attendance

The respondents were also asked whether there is improved children’s school attendance due to parent-child communication. The results to the question are presented in table 4.19

|  |
| --- |
| Table 4.19: Improved school children’s attendance |
|  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 14 | 13.9 | 13.9 | 13.9 |
| Disagree | 13 | 12.9 | 12.9 | 26.7 |
| Not sure | 16 | 15.8 | 15.8 | 42.6 |
| Agree | 27 | 26.7 | 26.7 | 69.3 |
| Strongly agree | 31 | 30.7 | 30.7 | 100.0 |
| Total | 101 | 100.0 | 100.0 |  |

**Source: Primary data (2021)**

According to results in table 4.19 it is seen that 13.9% of the respondents strongly disagreed, 12.9% disagreed, 15.8% were not sure, and 26.7% agreed while 30.7% strongly agreed respectively. There was a combined percentage of 57.4% of respondents who generally agreed, this can be implied to mean that parent-child communication serves as an intervention that ensures children attend school. Respondents revealed that most of the children in both Kikonda and Bright Future primary schools are dropped to school by their parents; this has enhanced academic performance of children and ultimately parent-children communication. In this way, communication is improved in that children can easily inform their parents on the days to report to school and those not to report, effecting the action means children’s attendance is ensured.

This is supported by Nora (2016) who found out that communication is an integral component for establishing a strong school community. Learning management systems (LMSs) present new opportunities for communication and collaboration among teachers, students, and parents. School home communication, which includes all communication between school staff and students’ parents, has evolved in recent years because of the proliferation of new technologies

# 4.4 Influence of parent-teacher engagement on academic performance of pupils in Kikonda and Bright future primary schools

The findings under this section are under objective 3 of the study; to examine how parent-teacher engagement has influenced academic performance in Kikonda and Bright Future primary schools.

# 4.4.1 Bolstered academic performance of children

The respondents were asked whether teachers and parents freely interact to bolster academic performance of children. The responses are presented in table 4.20

|  |
| --- |
| Table 4.20: Bolstered academic performance of children |
|  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 17 | 16.8 | 16.8 | 16.8 |
| Disagree | 14 | 13.9 | 13.9 | 30.7 |
| Not sure | 15 | 14.9 | 14.9 | 45.5 |
| Agree | 22 | 21.8 | 21.8 | 67.3 |
| Strongly agree | 33 | 32.7 | 32.7 | 100.0 |
| Total | 101 | 100.0 | 100.0 |  |

**Source: Primary data (2021)**

The results in table 4.20 show that majority of the respondents generally agreed to the statement, this was presented by 32.7% who strongly agreed and 21.8% who agreed respectively. Also 16.8% strongly disagreed, 13.9% disagreed, while 14.9% were not sure. Since majority of the respondents generally agreed, it can be implied that parents and teacher’s interaction can enhance academic performance. During an interview session, a key respondent stated that;

*“Interaction between the two parties helps teachers to advise parents on some things about children and academics, parents also have important information about their children that teachers might not know; and we have seen that such information sharing can bring perspectives to the table that enrich a child’s learning experience”. (Key respondent 7, September, 2021)*

This means that knowing about a child’s family life helps teachers prepare lessons that better fit that child’s needs or interact more efficiently in a bid to improve their academic performance.

# 4.4.2 Improvement in quality of teaching

The researcher aimed to determine whether teaching quality has improved through parent active involvement. The response to the question is summarised in table 4.21

|  |
| --- |
| Table 4.21: Improvement in quality of teaching |
|  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Not sure | 17 | 16.8 | 16.8 | 16.8 |
| Agree | 28 | 27.7 | 27.7 | 44.6 |
| Strongly agree | 56 | 55.4 | 55.4 | 100.0 |
| Total | 101 | 100.0 | 100.0 |  |

**Source: Primary data**

As seen in table 4.21, results indicate that 16.8% of the respondents were not sure, these mentioned that their connection to the dam does not ensure them with access to such information. 27.7% agreed while 55.4% strongly agreed respectively. Since this is the majority response it can be interpreted to mean that parents active involvement motivates teaching quality since child’s learning is made simpler. The respondents indicated that there are aspects such as comprehension and reading fluency improve in situations when parents are actively involved. Administration from Kikonda primary school revealed that almost 72% of parents do spend time reading with their children and this helps improve on student behavior in classroom. However, this is only achievable when parents understand the school curriculum and activities.

According to [Waterford.org](https://www.waterford.org/education/how-parent-involvment-leads-to-student-success/), an organization seeking to help children succeed through access to lifelong education, the participation of parents in the educational process means that teachers and parents share the responsibility to teach students and work together to achieve educational goals. To this end, the organization suggests that teachers invite parents to regular school meetings and events and that parents voluntarily commit to prioritizing these goals.

# 4.4.3 Increased interest in childrens’ academic progress

The respondents were asked whether parents are frequently called to discuss children’s academic progress. The responses to the question are presented in table 4.22

|  |
| --- |
| Table 4.22: Increased interest in childrens’ academic progress |
|  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 24 | 23.8 | 23.8 | 23.8 |
| Disagree | 40 | 39.6 | 39.6 | 63.4 |
| Not sure | 11 | 10.9 | 10.9 | 74.3 |
| Agree | 14 | 13.9 | 13.9 | 88.1 |
| Strongly agree | 12 | 11.9 | 11.9 | 100.0 |
| Total | 101 | 100.0 | 100.0 |  |

**Source: Primary data**

The results in table 4.22 show that 13.9% of the respondents agreed, 11.9% strongly agreed, 10.9% were not sure, 23.8% strongly disagreed while 39.6% disagreed respectively. The results show that majority of the respondents generally agreed and this can be used to conclude that teachers are not consistent on calling parents to update them on their children’s academic progress. It was revealed that it is the responsibility of the class teachers to make regular updates to parents on children’s academic issues, however, most teachers do are not consistent with this activity, they often leave such communication to be passed on established children’s academic performance evaluation days yet these are done once in a term; parents have complained that such information is not adequate.

# 4.4.4 Joint planning for home development routines.

The respondents were also asked whether parents are provided with training on developing home routines that support children’s learning. The responses to the question are highlighted in table 4.23

|  |
| --- |
| Table 4.23: Joint planning for home development routines |
|  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 12 | 11.9 | 11.9 | 11.9 |
| Disagree | 7 | 6.9 | 6.9 | 18.8 |
| Not sure | 20 | 19.8 | 19.8 | 38.6 |
| Agree | 26 | 25.7 | 25.7 | 64.4 |
| Strongly agree | 36 | 35.6 | 35.6 | 100.0 |
| Total | 101 | 100.0 | 100.0 |  |

**Source: Primary data**

The results in table 4.23 show that 11.9% of the respondents strongly disagreed, 6.9% disagreed, 19.8% were not sure, 25.7% agreed while 35.6% strongly agreed. The results show that majority of the respondents generally agreed, this can be interpreted to mean that Kikonda and Bright future primary school have programs through workshops that help parents support their children’s learning at home. During an interview session, a key respondent expressed that;

*“our school management often organises hands-on training opportunities and conduct home visits to parents to develop effective home routines that enhance children’s academic learning. Workshops are the most emphasised and help parents to learn child development and cover a number of different issues such as children’s language development and learning styles, parent nurturing and discipline strategies plus health practices”. (Key respondent 8, September 2021)*

This means that teachers mentor parents learn about strategies for helping children lean and outreach strategies.

# 4.4.5 School administration has clear and defined policies for teachers that encourage communication with parents discussing the curriculum

The study sought to determine whether there are clear and defined polices for teachers to encourage communication. The results are in table 4.24

|  |
| --- |
| Table 4.24: School administration has clear and defined policies for teachers that encourage communication with parents discussing the curriculum |
|  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Strongly disagree | 29 | 28.7 | 28.7 | 28.7 |
| Disagree | 30 | 29.7 | 29.7 | 58.4 |
| Not sure | 14 | 13.9 | 13.9 | 72.3 |
| Agree | 18 | 17.8 | 17.8 | 90.1 |
| Strongly agree | 10 | 9.9 | 9.9 | 100.0 |
| Total | 101 | 100.0 | 100.0 |  |

**Source: Primary data**

The results in table 4.24 highlight that 28.9% of the respondents strongly disagreed, 29.7% disagreed, 13.9% were not sure, 17.8% agreed while 9.9% strongly agreed respectively. Since a combined majority percentage of 58.4% generally disagreed to the statement, this means that Kikonda and Bright Future primary schools do not have clearly defined policies that guide teachers on communication with parents. It was revealed that teachers lack guidance on how to make right consistent decisions; it has been reported on several instances that parents approach teachers and request to view their children’s answer script, this behavior entirely depends on whether the teacher is having a bad day or not but no procedure or policies are applied.

Mila (2017) notes that to comply with the system of integrated support for their students’, schools need to build partnership with parents and develop mutual responsibility for children’s’ success in the educational system. In this way, parental involvement are increased, parents’ effort to support schools are encouraged, and they are directly making a positive impact to a successful educational system.

# CHAPTER FIVE

# SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

# 5.0 Introduction

This chapter is divided into three sections. The first section discusses the summary findings of the study and the second section looks at the conclusions on the basis of the findings of the study. The last section draws recommendations from the study.

# 5.1 Summary of findings

# 5.1.1 Parental participation in school activities and academic performance

The results under this objective showed that Kikonda and Bright Future primary schools’ management have built partnership with parents and also developed mutual responsibility for children’s academic success. It was revealed that co-curricular activities conducted in both Kikonda and Bright Future include musical performance (music dance and drama day) which usually occurs in second term, art shows and debate competition. The results also showed that parents have not been proactive in attending performance evaluation days set by schools. It was revealed that most parents feel that the teachers have to develop culturally responsive classrooms that can foster a safe environment for children. Teachers revealed that most parents volunteer as classroom helpers, tutors, volunteer in school computer lab and at times help organise, cater, or work at fundraising activities such as bake sales or car washes.

# 5.1.2 Parent-child communication about school activities and academic performance

The results revealed that a number of children comprising of 32% at Kikonda and 46% at Bright Future have trouble reading. It was revealed that parents commonly emphasise communication with various teachers of their children in various subjects to find out how their children are performing. It was indicated that on many instances, a child has to first approach the parent with an assignment and in case the child doesn’t do this, many parents do not care to actually find out whether the children have been given assignments. Most of the children in both Kikonda and Bright Future primary schools are dropped to school by their parents; this has enhanced academic performance of children and ultimately parent-children communication. It was showed that parents active involvement motivates teaching quality since child’s learning is made simpler.

# 5.1.3 Parent engagement and academic performance

The findings under this section revealed that parents and teacher’s interaction can enhance academic performance. The results also showed that indicated that there are aspects such as comprehension and reading fluency improve in situations when parents are actively involved. It was revealed that it is the responsibility of the class teachers to make regular updates to parents on children’s academic issues, however, most teachers do are not consistent with this activity. The results also revealed that Kikonda and Bright future primary school have programs through workshops that help parents support their children’s learning at home. It was revealed that teachers lack guidance on how to make right consistent decisions; it has been reported on several instances that parents approach teachers and request to view their children’s answer script.

# 5.2 Conclusion

Parent involvement placed a vital role in the education of children as well as the contribution it gives to the society. Although, there are programs and current practice on parental involvement, national policies and framework are not in placed to support academic performance. Thus, programs and activities should not just focus on the established models, but also in cultural factors that influences the holistic development of a child. Education alone cannot completely meet the needs of the changing society and the school alone cannot fulfill completely what is needed and relevant for the education. For the sake of a holistic education, parents need to play a supportive role in education and government must take into account the enactment of a council or policy for family affairs.

# 5.3 Recommendations

On objective one the study suggests that school administration create newsletter for enhancing parents’ knowledge about school events and activities.

On objective two the study suggests that both Kikonda and Bright Future primary school should establish a framework model indicating effective teacher to parent communication.

On objective three the study suggests that Compassion International should implement regular informal gatherings with the teachers to provide informal opportunities for parents to meet and greet the teachers and administrators.

# REFERENCES

Adong, L. and Lakia, P. (2012): Parent involvement and student academic performance in Uganda

Aina, M. (2012): Relative Effects of Parents’ Occupation. Qualification and Academic Motivation of Wards on Pupils’ Achievement in Senior Secondary School Mathematics

Anderson, K. (2016): *The Role of Parents in Motivation Struggling Readers*, Baltimore, USA: Marvland.

Athey, E. (2017): Class Size and Academic Achievement Possible Effects of Class Size on Teachers and Pupils Implications for Policy and Practice. Journal of Educational Psychology, 97(3)

Bailey, R. Silvern, T. Brabham, Y.& Ross, R. (2014): The Impact of No Child Left Behind on Pupil Achievement. of Policy Analysis and Management, Journal of Policy Analysis and Management, Vol. 30

Baker, H. and Soden, L. (2016): The Role of Motivation, Parental Support, and Peer Support in the Academic Success of Ethnic Minority First-Generation College Students. Journal of College Students Development, Volume 46

Bandura, A. (2013): Parent Partners: *Using Parents to Enhance Education*. Asian Social Science Vol. 6, No. 4

Becher, D. (2017): The effects of parental involvement on pupils’ academic, *Educational Psychology*, Vol. 30, No. 1, p. 53–74

Berger, E. (2011): Examining the Relationship Between Parental Involvement and Pupil Motivation, Educational Psychology Review, Vol. 17, No. 2

Bruno, S. (2012): Roles of Parent on the Academic Performance of Pupils in Elementary Schools, International Journal of Academic Research in Business and Social Sciences, Vol. 2

Burke, V. (2012): An Investigation into Parental Involvement In The Learning, Unpublished Dissertation (Master In Education), Rhodes University

Byrnes, D. (2012): A study of the relationship between academic achievement motivation and home environment among standard eight pupils, Educational Research and Reviews Vol. 5

Chemagosi, D. (2015): A Study of the relationship between academic achievement motivation and home environment among standard eight Pupils. Educational Research and Review Vol. 5 (5) p 213-217.

Cleophas, K. (2014): The impact of parent’s involvement on students’ academic success in primary schools in Kyankwanzi.

Clinton, B. and Hattie, A. (2013): Parent involvement and pupil academic performance: A multiple meditational analysis, Journal of Prevention & Intervention in The Community, Vol. 38

Cutler, P. (2010): Education Is the Key of Life: A Minor Field Study about the discourses of parental involvement in two Tanzanian primary schools, Unpublished (BA). University Skovde.

Demo, L. and Wedman, V. (2016): Approaches to Parent Involvement for Improving the Academic Performance of Elementary School Age Children. USA: Orlando

DeMoss, C. (2012): Parents' participation in public primary schools in Botswana: Perceptions and Experiences of Headteachers: International Education Studies. Vol. 6 Issue 5, p68-77.

Desforges, N. and Abouchaar, Z. (2013): Interpreting correlations between children's perceived control and cognitive performance: Control, agency, or means-ends beliefs? Developmental Psychology

Diri, D. (2018): Family involvement in children's and adolescent's schooling. In: Booth A, Dunn JF, editors. Family School Links. Lawrence Erlbaum Associates; Mahwah, NJ

Duncan, H. and Amato, Y. (2017): Inner resources for school achievement: Motivational mediators of children's perceptions of their parents. Journal of Educational Psychology

Epstein, J. (2001): Parents’ involvement in children's schooling: A multidimensional conceptualization and motivational model. Child Development.

Fehrmann, R. Keith, O. and Reimers, I. (2015): Early teacher-child relationships and the trajectory of children's school outcomes through eighth grade. Child Development

Francis, L. (2015): Parent-school involvement and school performance: Mediated pathways among socioeconomically comparable African American and Euro-American families. Journal of Educational Psychology.

Gestwicki, F. (2014): Relationship influences on teachers’ perceptions of academic competence in academically at-risk minority and majority first grade students.

Gestwicki, S. (2007): Parent involvement in school: Conceptualizing multiple dimensions and their relations with family and demographic risk factors. Journal of School Psychology

Griffith, S. (2015): Promoting children's cognitive and social competence: The relation between parents’ perceptions of task difficulty and children's perceived and actual competence. Child Development

Grossmann, D. and Ames, U. (2012): Relationships between children and teachers: Associations with classroom and home behavior. Journal of Applied Developmental Psychology.

Henderson, T. and Mapp, L. (2002): Teacher rated family involvement and children's social and academic outcomes in kindergarten. Early Education & Development

Jimerson, B. (2016): Disrupting the logic of home school relations parent involvement strategies and practices of inclusion and exclusion

Kellaghan, C. Sloane, R. Alvarez, I. and Bloom, E. (2013): Teachers’ school-tohome communications and parent involvement: The role of parent perceptions and beliefs (Rep. No. 28).

Lee, K. and Bowen, E. (2016): Family structure, parental practices and high school completion, AmericanSociological Review, 56, 309–320.

McCreary, K. and Dancy, Y. (2014): The increasing significance of class: The relative effects of race and socioeconomic status on academic achievement. Journal of Poverty, 6(2), 21-35

Merrill, K. (2014): The teacher-child relationship and children's early school Adjustment. Journal of School Psychology. 1997; 35:61–79

Mohammad, O. (2013): Family process mediators of the relation between SES and child outcomes. Unpublished manuscript, University of Arkansas at Little Rock.

Mubiru, J. (2018): The influence of parent education and family income on child achievement: The indirect role of parental expectations and the home environment.

Mugisha, R. (2018): The school performance of children from single-mother and single-father families, Journal of Family Issues

Muhindo, E. (2016): The impact of parental involvement on student performance focusing on a case of selected primary schools in Entebbe Municipality.

Nye, Y. and Astone, K. (2016): Teacher ratings of academic skills: The development of the Academic performance rating scale. School Psychology Review

Ondieki, P. (2012): A parent’s economic shadow: family structure versus family resources as influences on early school achievement, Journal of Marriage and the Family

Palkovitz, W. (2017): Parental involvement and students’ academic achievement: A meta-analysis. Educational Psychology Review

Peterson, W. (2016): Family factors related to children’s intrinsic/extrinsic motivational orientation and academic performance. Child Development

Phillips, T. (2012): The relation between perceived parenting practices and achievement motivation in Mathematics. Journal of Research in Childhood Education

Prentice, P. and Houston, M. (2012): Examining the relationship between Parental involvement and student motivation. Educational Psychology Review.

Prior, M. and Gerard, B. (2007): Inner resources for school achievement: Motivational Mediators of children's perceptions of their parents. Journal of Educational Psychology.

Saracho, E. and Spodek, M. (2010): Parents’ involvement in children's schooling: A Multidimensional conceptualization and motivational model. Child Development.

Staden, K. (2013): Parents’ involvement in children’s schooling: A multidimensional conceptualization and motivational model. Child Development

Talemwa, W. (2015): Family influences on school achievement in low-income, African American children. Journal of Educational Psychology

Topor, P. (2015): Parent-school involvement and school performance: Mediated pathways among socioeconomically comparable African American and Euro- American families.

Vanden Bos, D. (2015): Parental involvement in children’s education: Why does it make a difference? Teachers College

Whittenberger, C. (2013): Relationship influences on teachers’ perceptions of academic competence in academically at-risk minority and majority first grade students. Journal of School Psychology

# APPENDIX A: SELF-ADMINISTERED QUESTIONNAIRE

Dear respondent,

I am SABANO PATIENCE a student of Nkumba University pursuing a Master of Development Studies currently under taking my research. I am conducting a study about “***the influence of parental involvement on academic performance of Compassion International sponsored primary schools focusing on Kikonda and Bright Future primary schools, Kyankwanzi District***”. You have been identified as a resourceful person and you are kindly requested to fill this questionnaire and the information given will be confidential and strictly used for academic purposes only. In case you are interested in recovering a copy of an abstract of this research, please indicate your email address at the end of this questionnaire.

Thank you for your cooperation

Yours, **Sabano Patience**

Researcher

**PART 1: BACKGROUND INFORMATION OF RESPONDENTS**

**“Please tick in brackets provided (√)**

1. Gender of respondent?

1. Male
2. Female

2. Age group (in years)

1. 20-30
2. 31-40
3. 41-50
4. Above 50

3. For how long have you served or been under the support of Compassion International?

1. Less than one year
2. 1-4 years
3. 5-7 years
4. 8 years and above

4) Indicate the highest level of education attained.

1. PhD -
2. Masters
3. Degree
4. Diploma
5. UACE
6. UCE

**Under this section B-E, you are required to tick the answer that best gives your answer based on the 5 Likert scale below.**

**1. Strongly disagree (SD) 2. Disagree (D) 3. Not sure (NS) 4. Agree (A) 5. Strongly agree (SA)**

**SECTION B: Parental participation in school activities and academic performance**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Statement** | **1** | **2** | **3** | **4** | **5** |
| 1. Parents have been consistent on attending all school events  |  |  |  |  |  |
| 2. Parents have been consistent on attending school meetings  |  |  |  |  |  |
| 3. Parents always engage in co-curricular activities conducted at the schools |  |  |  |  |  |
| 4. Parents have always attended children school performance evaluation day events |  |  |  |  |  |
| 5. Parents are collaborative with teachers in creating a safe school environment |  |  |  |  |  |
| 6. Parents are engaged in volunteering activities within the schools |  |  |  |  |  |
| 7. Parents take time to assist children in accomplishment of school assignments |  |  |  |  |  |
| 8. Parents have helped in creating and sustaining a conducive school environment for their children |  |  |  |  |  |

**SECTION C: Parent-Child communication about school activities and academic performance**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Statement** | **1** | **2** | **3** | **4** | **5** |
| 1. Parents ensure that children get enough reading time at home |  |  |  |  |  |
| 2. Parents make frequent follow ups on pupils’ school academic progress |  |  |  |  |  |
| 3. Parents always provide schools necessities communicated by children |  |  |  |  |  |
| 4. Parents are always friendly and willing to help children achieve academic goals |  |  |  |  |  |
| 5. Parents always endeavor to know whether teachers always give their children assignments  |  |  |  |  |  |
| 6. Parents |  |  |  |  |  |
| 7. Family functioning patterns provide a support for positive child |  |  |  |  |  |
| 8. Improved parent-child communication improves on children’s school attendance |  |  |  |  |  |

**Objective 3: Parent-teacher engagement and academic performance**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Statement** | **1** | **2** | **3** | **4** | **5** |
| 1. Teachers and parents freely interact to bolster academic performance of children |  |  |  |  |  |
| 2. Teaching quality has improved through parent active involvement  |  |  |  |  |  |
| 3. Teachers frequently call parents to discuss children’s academic progress |  |  |  |  |  |
| 4. School administrations provide training for parents on developing home routines that support children’s leaning |  |  |  |  |  |
| 5. School administration has clear and defined policies for teachers that encourage communication with parents discussing the curriculum |  |  |  |  |  |

# APPENDIX B: INTERVIEW GUIDE

**Section A: Parental participation in school activities and academic performance**

1. Are all children’s’ parents consistent in attending events organised by schools?
2. Have parents been active in helping create and sustain a conducive school environment for children?
3. Have parents been consistent in attending school meetings?

**Section B: Parent-Child communication about school activities and academic performance**

1. Does communication between parent and children improve on school attendance?
2. Do parents try to be friendly and willing to help children achieve their academic goals?
3. Do parents always provide schools requirements as requested and communicated by children?

**Section C: Parent-teacher engagement and academic performance**

1. Do teachers frequently call parents to discuss children’s academic progress?
2. Do school administrations provide training for parents on developing home routines that support children’s leaning?
3. Do school administration have clear and defined policies for teachers that encourage communication with parents discussing the curriculum?