

**PARENTAL INVOLVEMENT IN EDUCATION AND STUDENTS' ACADEMIC
PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN
TEREGO DISTRICT UGANDA**

BY

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DECLARATION

I, Ayikoru Rehema, declare that this dissertation is my work and has not been submitted for the award of any certificate at this or any other university. Other views used in this study have been duly acknowledged.

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APPROVAL

This dissertation was supervised and guided by my academic supervisors and is now ready for submission to the Department of Education in partial fulfillment of the requirement for the award of a Master of Education in Education Planning and Management.

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DEDICATION

This dissertation is dedicated to my husband Mr. Sabiri Ratibu and all my children Mubaraka Sabir, Khalid Sabir, and Bako Farida for their endless encouragement and tolerance during the entire period of carrying out the study. May Allah bless them abundantly.

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TABLE OF CONTENTS

DECLARATION	i
APPROVAL	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	v
LIST OF TABLES	ix
LIST OF FIGURES	x
Figure 1: Showing Conceptual framework.....	13x
LIST OF ABBREVIATIONS/ACRONYMS	xi
ABSTRACT	xii
CHAPTER ONE	1
1.0 Introduction	1
1.1 Background to the Study	1
1.1.1 Historical Perspective	1
1.1.2Theoretical Perspective	5
1.1.3 Conceptual Perspective	6
1.1.4 Contextual Perspective	9
1.2 Statement of the Problem	10
1.3 Purpose of the Study	11
1.4 Objectives of the Study	12
1.5 Research Questions	12
1.6 Research Hypotheses	12
1.7 Scope of the Study	13
1.7.1 Geographical scope	13
1.7.2 Content scope	13
1.7.3 Time scope	13
1.8 Significance of the Study	14
1.9.0 Justification of the Study	14
1.9.1 Operational Definition of Key Terms	15

1.9.2 Conceptual framework	17
CHAPTER TWO	19
REVIEW OF THE LITERATURE	19
2.1 Introduction.....	19
2.2 Theoretical review.....	19
2.3 Conceptual Review.....	20
2.4 Parental Financial Support and Students’ Academic Performance	22
2.5 Parental Communication and Students’ Academic Performance.....	26
2.6 Parents’ Involvement in Students’ Learning at Home and Academic Performance.	29
2.7 Summary of Literature Review	31
CHAPTER THREE	33
METHODOLOGY	33
3.0 Introduction.....	33
3.1 Research approach.....	33
3.2 Research Design	33
3.3 Study Population	34
3.4 Sample Size	34
3.5 Sampling technique and procedure.....	35
3.5.1 Simple Random Sampling.....	35
3.5.2 Purposive Sampling	35
3.6 Data collection methods.....	36
3.6.1 Questionnaire survey	36
3.6.2 Interviews.....	36
3.7 Instruments of Data Collection.....	36
3.7.1 Questionnaire	36
3.7.2 Interview Guide.....	37
3.8 Data Quality Control	37
3.8.1 Validity	37
3.8.2 Reliability.....	37
3.9 Procedure of Data Collection.....	38
3.9.1 Data Analysis	38

3.9.2 Qualitative Data Analysis	38
3.9.3 Quantitative Data Analysis	39
3.9.4 Ethical Considerations	39
CHAPTER FOUR	41
PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS	41
4.1 Introduction	41
4.2 Response Rate	41
4.3 Demographic Information of the Respondents	42
4.4 Descriptive Statistics Results	44
4.4.1 Influence of parental financial support	44
4.8 Inferential Statistics	50
4.4.2 Parental Communication and Student’s Academic Performance	52
4.8 Inferential Statistics	56
4.6 Influence of Parental Involvement in Students’ Learning at Home	58
Inferential Statistics	62
Table 20 Anova^a between Students Learning at Home and Academic Performance	62
4.7 Academic Performance	63
CHAPTER FIVE	67
SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS	67
5.1 Introduction	67
5.2 Summary of Major Findings	67
5.2.1 Influence of parental financial support on Students’ academic performance	67
5.2.2 Effect of Parental Communication on Students’ Academic Performance	67
5.2.3 Influence of parental involvement on students’ learning at home and academic performance	68
5.3 Discussion of the Findings	68
5.3.1 Parental financial support and students’ academic performance	68
5.3.2 Parental Communication and Student’s Academic Performance	72
5.3.3 Parental involvement in students’ learning at home and academic performance	74
5.4 Conclusion	75
5.4. Influence of parental financial support on students’ academic performance	75
5.4.2 Effect of Parental Communication on Student’s Academic Performance	76

5.4.3Influence of Parental involvement on Students’ Learning at home and academic performance.....	76
5.5 Recommendations	77
5.5.1 Parental financial support and students’ academic performance.....	77
5.5.2 Parental Communication and Student’s Academic Performance.....	77
5.5.3 Parental involvement in students’ learning at home and academic performance.....	77
5.6 Limitations of the Study	78
5.7 Areas for Further Research	78
REFERENCES.....	79
APPENDICES	90
APPENDIX I	90
KREJCIE AND MORGAN’S TABLE TO DETERMINE SAMPLE SIZE.	90
APPENDIX II.....	91
QUESTIONNAIRE FOR TEACHERS	91
APPENDIX III	95
QUESTIONNAIRE FOR STUDENTS.....	95
APPENDIX IV	98
INTERVIEW GUIDE FOR PTA EXECUTIVES	98
APPENDIX V	99
INTERVIEW GUIDE FOR HEAD TEACHERS, DEPUTY HEAD TEACHERS AND DIRECTORS OF STUDIES	99
APPENDIX VI	100
LETTERS OF INTRODUCTION.....	100

LIST OF TABLES

Table 1: Showing pass rates of learners in three public secondary schools in Terego District...	10
Table 2: Showing Sampling Frame.....	34
Table 3: Procedure for qualitative data analysis.....	39
Table 4: Response rate of respondents.....	41
Table 5: Gender of Teachers.....	41
Table 6: Gender of Students	41
Table 7: Age of Teachers.....	42
Table 8: Age of students	42
Table 9: Work experience of teachers	42
Table 10: Descriptive statistics regarding influence of parental financial support.....	44
Table 11: Model summary of parental financial support and academic performance of student.	49
Table 12: ANOVA showing the significance of parental financial.....	50
Table 13: Coefficients ^a of parental financial support.....	50
Table 14: Descriptive Statistics Regarding Effect of Parental Communication.....	51
Table 15: Model Summary of parental communication and academic performance of students.	55
Table 16: ANOVA ^a between parental communication and academic performance of students ..	55
Table 17: Coefficientof parental communication.	57
Table 18: Descriptive Statistics on Influence of Parental Involvement in Students' Learning at Home.....	59
Table 19: Model Summary on parental involvement in student learning at home.....	62
Table 20: ANOVA ^a between students learning at home and academic performance.....	60
Table 21: Coefficients ^a of parental involvement and students learning at home.....	61
Table 22: Descriptive Statistics regarding level of academic performance.....	64

LIST OF FIGURES

Figure 1: Showing Conceptual framework.....	13
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LIST OF ABBREVIATIONS/ACRONYMS

C.V.I Content Validity Index

SASA South African Students Act

BOG Board of Governors

PTA Parents Teachers' Association

SPSS Statistical Package for Social Scientists

OBE Outcome-based education

UCE Uganda Certificate of Education

UNEB Uganda National Examinations Board

AGM Annual General Meeting

SSCE Secondary School Certificate Examination

HT Head teacher

DEO District Education Officer

ABSTRACT

The main aim of this study was to examine the effect of parental involvement on students' academic performance in public secondary schools in Terego District and the objectives were; to assess the influence of parental financial support, examine the effect of parental communication, and assess the influence of parental involvement in students' learning at home on academic performance in public Secondary schools in Terego District. The research adopted both qualitative and quantitative approaches with a sample size of 164. A cross-sectional study design was used. The data was obtained using structured questionnaires and face-to-face interviews. The data was analyzed using descriptive statistics and inferential statistics involving linear regression analysis. The findings indicated that parental financial support influenced students' academic performance by 2.6% ($R^2 = 0.026$). The findings show that parental communication affects students' academic performance by 5.7% ($R^2 = 0.057$). Parental involvement in students' learning at home influenced academic performance by 2.7% ($R^2 = 0.027$). The study concluded that parental financial support, communication, and involvement in students learning at home affect students' academic performance in public secondary schools in Terego district. Based on the findings, the school administration should organize financial literacy workshops, sensitize parents on their roles, and establish clear communication channels between parents and schools. School administration should also send out regular newsletters to parents, encourage the use of digital platforms such as emails, and school websites, WhatsApp and engagement of parent representatives to help bridge communication gaps. It was further recommended that the school administration should encourage the families to establish a conducive room for studies and encourage study groups with neighbors' children.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

Secondary education refers to the stages of formal education that follow primary education and precede higher education. It aims to expand the information passed to learners at primary (Rieckmann, 2018). This stage of education is divided into two levels; lower and upper secondary. The lower stage runs for four years while the upper stage runs for two years. The academic performance of students in lower secondary has been low in Terego District over the years due to several challenges that might have included insufficient parental involvement. In this research, the main objective was to examine the effect of parental involvement in education on students' academic performance in lower public secondary. This chapter covers the background, statement of the problem, purpose, and objectives, research questions, research hypothesis, conceptual framework, significance, justification, scope, and operational definitions of key terms of the study.

1.1 Background to the Study

This part of chapter one deals with the description of the historical, theoretical, conceptual, and contextual perspectives.

1.1.1 Historical Perspective

Before the development of regular learning, children received experiential learning from their families and communities, in which they were taught all that was deemed significant to human life. Parental evolution was greatly promoted because parents educated their children in other social, political, and economic domains of life as well as the moral principles of society (Latchem, 2014). Additionally, parents are responsible for helping their kids develop the social

and emotional skills necessary for growth, academic success, and global engagement (Elias et al., 2003).

The majority of the studies on the involvement of parents in education have been conducted in English-speaking nations. Only one Mexican research study from 1998 was found to have been influenced by American actions in a recent study concerning the involvement of parents in the process of teaching and learning in Latin America (Garbacz et al., 2017). In Chile, parents and guardians must participate in educating of their children, in 2022 as amended in recognition of the value of a cooperative partnership between families and schools (Navas Ocaña, 2020).

Parental involvement can take many different forms, including supporting learning activities at home, communicating with the school, and participating in school events (Lara and Saracosti, 2019). The parents are responsible for helping children develop emotional and social skills that will enable them to grow physically and mentally to prosper in academics and engage with the rest of the world is in the hands of the parents (Hill and Taylor, 2004).

Even though parents and teachers have collaborated since British schools first opened, the concept of parental involvement has changed throughout time (Horvat et al., 2010). Early in the nineteenth century, parents and the local community greatly influenced the administration of learning centers. The student's integration into the adult community and his or her learning were encouraged by the same aims at home, church, and school. Because the community, including the parents and church, had control of the educational system through teacher hiring, curriculum development, and adulthood skills needed for their setting, children entered kindergarten with varying levels of school readiness (Horvat et al., 2010). According to the study, more parental participation is a beneficial in children's learning, development, and acquisition of skills, such as communication skills. Specialists in preprimary education argue that irregularities in growth and

development and sensitization of parents on their roles in children's upbringing in all aspects enhance school readiness and participation of parents.

Children were highly valued in traditional African society; Indigenous education was supported despite the lack of particular localities where they could learn. Parents could always come up with appropriate times and places to teach their children values, cultures, and norms to become responsible men, women and future leaders (Ssekamwa, 1999).

In South Africa, parents and communities are provided with powers to participate in their children's education, as meaningful partners in school governance through collaboration to ensure quality education as found in the School Act of 1996. According to a case study of underprivileged secondary schools, black parents played a critical influence in boosting student achievement compared to those who contributed less to their children's study programs (Singh et al., 2004).

Kwon (2017), asserts that students' interest in school significantly impacts how well instructors teach them the various subjects in an academic setting. Many factors affect students' engagement, making it difficult to motivate them in learning. According to Gross et al.(2020), teachers, parents, and other stakeholders frequently spend a lot of time considering pique motivating the children and piquing their interest in learning. Implementing tactics that increase a student's enthusiasm for learning by parents and teachers has become crucial. Helping kids improve their self-regulation abilities is an innovative strategy to keep them interested in learning.

In a study by Isa et al. (2020), teachers' way of teaching greatly effects learner's success in education. This study found that the lecture strategy, which is passive and teacher-centered, is significantly inferior to the discussion and demonstration teaching techniques in terms of

students' academic excellence. Sivarajah et al. (2019), supported the same view of the study and asserted that teaching methods are patterns of teachers' behavior that occur either simultaneously or in sequence in a verified way. Every year, a large portion of instruction is delivered to students using the teacher-centered conventional technique.

According to Karakos (2014), peer influence in a classroom setting has both good and negative aspects. Positively it would motivate peers to perform well in school. Group influence leads to disruptive behavior inside and outside the classroom and other discipline issues. According to Uzezi and Deya (2017), bright pupils assist their less clever colleagues improve their grades. The study results indicated that group influence greatly determines the score of learners in the English Language at the secondary level. Their study recommended that learners should choose good peers to avoid negative effects on their overall academic performance (Bassey, 2020).

According to Khan et al. (2015), the socio-economic status of parents has a stronger effect on the success of kids and their performance in secondary school. This assertion has been supported by Amponsah et al. (2018), who stated that parents with high-level education exhibit concern and interest in their children's secondary school subject and career choices, academic performance, or achievements. This results in improved academic performance and success in their careers.

In Tanzania, parents are highly engaged in their learner's educational pursuits. Ejuu (2021), in a study on parental involvement, said that parental participation includes: providing a conducive study environment at home, and increased expectations of high performance and career success for their children.

With the opening of private schools in Uganda in 1945, the engagement of parents in the education sector intensified. For example, Aggrey Memorial Secondary School was opened

where parents became increasingly conscious of the value of educating their kids and how to support them by paying for their education, instilling moral values in them, and interacting with their teachers as the number of private schools increased. However, many parents believed that the schools had full responsibility for educating children because many parents were uneducated. As a result, most parents could not help their children with assignments at home (Ssekamwa, 1999).

The trend of performance of learners' performance in UCE has persistently declined in the last ten years all over Uganda. The poor performance of learners has been attributed to several factors including low funding by the government, inadequate staffing, inadequate parental participation in school programs, and less support of parents to teaching and learning of students (New Vision, 2010). Therefore, it was critical to examine the effect of parental participation on students' academic progress in public secondary schools in Terego District.

1.1.2 Theoretical Perspective

The study was grounded in two theories: Vygotsky's social-cultural theory and Epstein's Parental Involvement Model. The socio-cultural theory was put forward by (Lev Vygotsky, 1978). According to this theory, community members including teachers and all other stakeholders greatly influence the intellectual growth of the children. The theory emphasizes that the process of acquisition of knowledge involves interaction with the community members. Vygotsky (1978), postulates that children from various cultural back grounds adopt several learning skills through their interacting with more educated individuals.

Lev. Vygotsky (1978), puts more emphasis on the link between people and their environment. This socio-cultural theory establishes the way the tradition of communities influences

development and learning. It contends that interaction with people who have more excellent knowledge or skills than the learner promotes the learner's knowledge acquisition.

According to Epstein (2001), parental engagement includes parenting, communicating, giving back to the community, encouraging studies at home, and home rules.

The Epstein's model is still relevant today as parents create supportive home environments for their children who are students, improve learning conditions at home, introduce parental education activities, and introduce family support programs, all of which lead to better school attendance, improved academic performance, and increased respect for parents.

1.1.3 Conceptual Perspective

The study consists of two main concepts: parental involvement and students' academic performance. According to Ule et al. (2015), parental involvement refers to parents' engagement in their children's education and development. Parents participate in school programs by attending annual general meetings, guiding learners in assignments, and attending visitation days and school conferences. Perriell (2015), defines parent involvement as the support of parents toward their children's education and development from childhood to adult. Parental participation is when parents or guardians take part in a child's education so that the kid can enroll in, attend, and remain in school until they complete a particular cycle such as Senior Four and Senior Six, and then move on to higher levels of education (Avnet et al., 2019).

According to Bartolome et al. (2017), Parental involvement is the parent's participation in schooling and a child. Garbe et al. (2020), say that Parents and guardians are responsible for their children's basic and social needs. Research reveals that parent involvement in education is important to a child's academic achievements (Naite, 2021). According to Moneva et al. (2020),

who conducted a study on Parental Financial Support and Students Motivation in Learning in Mandaue City Division, Cebu, Philippines, they found out that students are more motivated to learn if their parents support them financially in their studies. Parents' financial support and students' motivation have a significant relationship.

Fomby and Kimmel (2022), in a study on Family Systems and Parents' Financial Support for Education in Early Adulthood, agree that families offering adequate financial support to their learners increase the chance of such children performing well academically. In a study done by Fomby and Kravitz-Wirtz (2019), on Family Systems and Parents' Financial Support for Education in Early Adulthood, they identified the following aspects of parental financial support towards the education of their children: timely fee payment, provision of scholastic material, provision of food and school uniform for the learners.

According to Zolte (2006), in a study on parent/child communication, it was established that parental communication bridges the gaps that exist in monitoring the children which in the end improves the overall achievement of the learners in academics. Moty and Rhodes (2021), in a study on the Positive Results of Parent Communication, say that when parents and teachers communicate with one another, they can work together towards a common goal which improves learners' performance. Kim et al. (2017), in a study on Parent-Teacher Communication: Strategies for Effective Parent Inclusion and Engagement outlined the following aspects of parental communication: attendance of meetings, school visits, resolving indiscipline cases of children and other school events like conferences and career days which all together can step up the learner's academic progress.

Balayar and Langlais (2022), in their study on Parental Support, Learning, Performance, and Socio-emotional Development of Children and Teenagers During the COVID-19 Pandemic say

parents play a key role in making learners revise and continue with studies at home after leaving school compound. Basir et al.(2020), in a study on child development and learning, parents help children explore various emotions and education-related aspects. They aid learning by guiding the learners in taking the right routes on the academic path.

Bradley and Corwyn (2002), identified three essential elements of home learning that assist children's educational development; children's engagement in learning activities, a conducive home leaning environment, and the provision of home learning materials. In this study, parental involvement is defined in terms of financial support, communication, and involvement in student learning at home.

Steinmayr et al. (2014), define academic performance as measuring student achievement across various academic subjects. According to Briones et al. (2021), the success of learners in academics is assessed by definite marks obtained on a test, completion rates, and continuous assessment scores.

According to Campbell et al. (2000), Academic achievement or academic performance is the extent to which a student, teacher, or institution has attained their short or long-term educational goals. Most intellectual objectives in education institutions are either general, like critical thinking, or specific, like understanding a concept (Steinmayr et al., 2014). Hagedorn (2005), says academic performance refers to the final award issued to a learner after accomplishing a course or an educational level. In this study, academic performance is conceptualized in terms of UNEB results, mock results, scores in-class tests, and end-of-year results which this study assessed in relation to parental involvement in education.

1.1.4 Contextual Perspective

In a study done by Drajeaa and O'Sullivan (2014), on the Influence of Parental Education and Family Income on Children's Education in the West Nile sub-region in Moyo District, Uganda, it was found that the quality of parental support for their children's education and parents' income and literacy levels were significantly correlated. Across the three socioeconomic categories of families analyzed, household poverty appeared as a significant barrier to children's academic progress. A study conducted by Omara (2021), on Stakeholders' Perception of the Benefits and Barriers to School-Community Partnership in Seed Secondary Schools in the West Nile Region, Uganda found that parents are involved in the education of their children through attending meetings, parents' visits to the school, decision making as members of Board of Governors (BOGs) and Parents Teachers' Association (PTA). All these aims to improve student's academic achievement in the school.

Terego District has the following Public Secondary schools; Oriajin SS, Owaffa SS, Aria SS, Ombatini SS, Ejome SS, Aripea SS, Otumbari SS and Mount Wati SS. The researcher considered public secondary schools in Terego District for this study because the performance of learners in UCE in these schools has met the expectation of the stakeholders compared to the public schools in the surrounding Districts. For example, according to the Uganda National Examinations Board, UCE results of 2020 the top schools were all from Arua District with the following percentage pass: Ushindi SS 57.61%, St. Joseph's College, Ombaci 54.92%, St. Peter & Paul Seminary, Arua 36.36% except Wandi Progressive SS 29.61% was only one school in the top four from Terego District (UCE,2020). The low academic outcomes of students in government-aided schools at the ordinary level are further evidenced by the table below showing the pass rates of learners in UCE in three public secondary schools for the last five years.

Table 1: Shows the Pass Rates of Learners in three Public Secondary Schools.

School	Year	Total number of learners	Percentage pass	Percentage fail
Oriajin	2022	134	47	53
	2020	130	54	46
	2019	127	34	66
	2018	148	38	62
Ombatini	2022	140	29	71
	2020	115	30	70
	2019	63	29	71
	2018	75	28	72
Aria	2022	54	48	52
	2020	53	53	47
	2019	38	48	52
	2018	65	08	92

Source: (UNEB UCE Results)

This study specifically considered ordinary level (UCE) because most public schools in Terego are ordinary level schools. This poor performance of learners seems to be due to poor parental involvement in aspects such as poor fee payment, inadequate provision of scholastic materials, not attending school meetings, and poor teacher-parent communication. It could also be due to poor parenting, no volunteering, ineffective or lack of parent/teacher communication and collaboration and no parental engagement in decision making (Secretary for Education Terego District, 2020). Therefore, this study examined how the involvement of parents affect the performance of students in public secondary school in Terego District.

1.2 Statement of the Problem

Ideally the first teacher and role model of children are parents. Their involvement and stake holders play significant duties in the teaching and learning process in Uganda as stipulated by the Ugandan law of 1995. However, students' academic performance in Secondary Schools

continues to decline (Chic, 2013). For examples in Terego District, many parents show less concern for the achievement of their children, no effort to create a good home learning environment, and poor attendance of PTA meetings for example, in 2018 and 2019 Only 48.7% and 51.3% of parents turned for AGM in Oriajin SS (Minute 04/17/2020). Moreover, the majority of parents delayed fee payment which greatly affected their children's class attendance (Terego District Education Department Report, 2021). This prompted the District Education Department and other stakeholders to intervene by establishing several sectors to monitor and supervise teaching and learning to ensure that academic performance in schools improves (Terego District Education Department Report, 2021). Despite these interventions, academic performance continued to decline. UNEB exams results for first grade indicate poor results: Oriajini SS, 0.7%; Ombatini ,0.85%; Owaffa, SS, 3.9% and Aria S.S; 2.8% compared to Schools in the neighboring Districts (UCE, 2020). No study related to parental involvement had been done in the district to address the problem. If nothing was done to address the challenge of poor academic performance, few students will access Advanced level, higher institutions and professional courses, and the dropout rates will rise. The researcher would therefore like to investigate whether the poor performance of learners in Public secondary schools in Terego District are due to low parental involvement in the education of their children.

1.3 Purpose of the Study

This study aimed to examine the effect of parental involvement in education on students' academic performance in public secondary schools in the Terego District.

1.4 Objectives of the Study

1. To assess the influence of parental financial support on students' academic performance in public secondary schools in Terego District.
2. To examine the effect of parental communication on students' academic performance in public secondary schools in Terego District.
3. To assess the influence of parental involvement in students' learning at home on academic performance in public secondary schools in Terego District.

1.5 Research Questions

1. What is the influence of parental financial support on students' academic performance in public secondary schools in Terego District?
2. How does parental communication effect students' academic performance in public secondary schools in Terego District?
3. What is the influence of parental involvement in students' learning at home on academic performance in public secondary schools in Terego District?

1.6 Research Hypotheses

The study tested the following hypotheses:

- i. Parental financial support significantly influences students' academic performance in public secondary schools in Terego District.
- ii. Parental communication significantly influences students' academic performance in public secondary schools in Terego District.
- iii. Parental involvement in students' learning at home significantly influences the academic performance of learners in public secondary schools in Terego District.?

1.7 Scope of the Study

The scope of the study considered the geographical, content, and time scopes.

1.7.1 Geographical scope

This research was done in Public Secondary Schools namely: Oriajin S.S, Owaffa S.S, Aria S. S, and Ombatini S.S in Terego District. Terego District is located in the North Western region of Uganda. Yumbe district borders it to the north, Arua city to the south, Madi Okollo to the east and Maracha to the west. It covers an area of about 360 kilometers (220 miles) northwest of Kampala, the capital of Uganda. The Terego District encompasses 1,102 square kilometers. (Thomas, 2020) and a population of 199,303(National Population and Housing Census 2014). This area was identified for the study due to poor academic performance for the last four years from 2018 to 2022.

1.7.2 Content scope

This study investigated the effect of parents 'participation in education on students' performance in public secondary schools in Terego District and examined the influence of parental financial support, parental communication, and involvement of parents in students' learning at home on academic performance. The student's academic performance is shown by UNEB results, and mock results. The features of Epstein's Model include communication, volunteering, parenting, learning at home, making a decision and collaborating with the community, which served as the basis for the selection of the study's subject matter.

1.7.3 Time scope

The study concentrated on the years 2018 to 2022 since students' performance in these institutions was declining, despite efforts by stakeholders to improve performance.

1.8 Significance of the Study

The study results would help communities and schools examine the need to increase parents' participation in their children's education.

The knowledge gained from the study would show how the financial level of parents influences the academic performance of students.

The study's findings would add to the existing knowledge on how parental financial support affects students' academic achievement.

The study's findings would show the difference between secondary school students receiving parental support and those not receiving it.

The study results would help increase community knowledge of how parental involvement could improve school academic success.

The findings of this study would help the government to sensitize parents on their roles in education.

1.9.0 Justification of the Study

Students' performance in Terego District public secondary schools has declined over time. Failure rates have been high and student completion rates have been low. For example, UNEB examination results, 2022 indicate the following percentage of students who passed in the schools of the District Oriajin SS; 47%, Ombatini SS; 29%, and Ejome SS; 51%. This suggests that few District students enrolled in Advanced level and higher education institutions for their future education and training. Several factors could have contributed to the poor academic achievement of learners ranging from school to community and the home set up. Therefore, there was a need to undertake the study to investigate the impact of parent's participation on the

academic achievement of their children in Terego District public's secondary schools and develop action plans.

1.9.1 Operational Definition of Key Terms

Academic Performance: The capacity to learn and retain information to communicate and write effectively (Kayombo, 2017). Hagedorn (2005), says academic performance refers to the final award issued to a learner after accomplishing a course or an educational level. This study conceptualizes academic performance in terms of UNEB results, and Mock results.

Parental Involvement: Parental involvement refers to the engagement of parents in the education and development of their children (Ule et al., 2015). According to Bartolome et al. (2017), Parental involvement is the parent's participation in the schooling and the entire life of a child. In the context of the study, Parental involvement is conceptualized in terms of parental financial support, parental communication, and parental involvement in students learning at home.

Parental financial support: According to Moneva, Pestano, et al. (2020), parental financial support refers to the ability of the parents to financially meet the requirements of their children in education. In this study, parental financial support is measured in terms of timely payment of fees, provision of scholastic materials like text books, provision of food, and provision of uniforms.

Parental communication: Amin et al. (2021) define parental communication as the interaction between parents, teachers, and students that helps to regulate their responsibilities in students 'academic achievement. In this study, parental communication is conceptualized in terms of

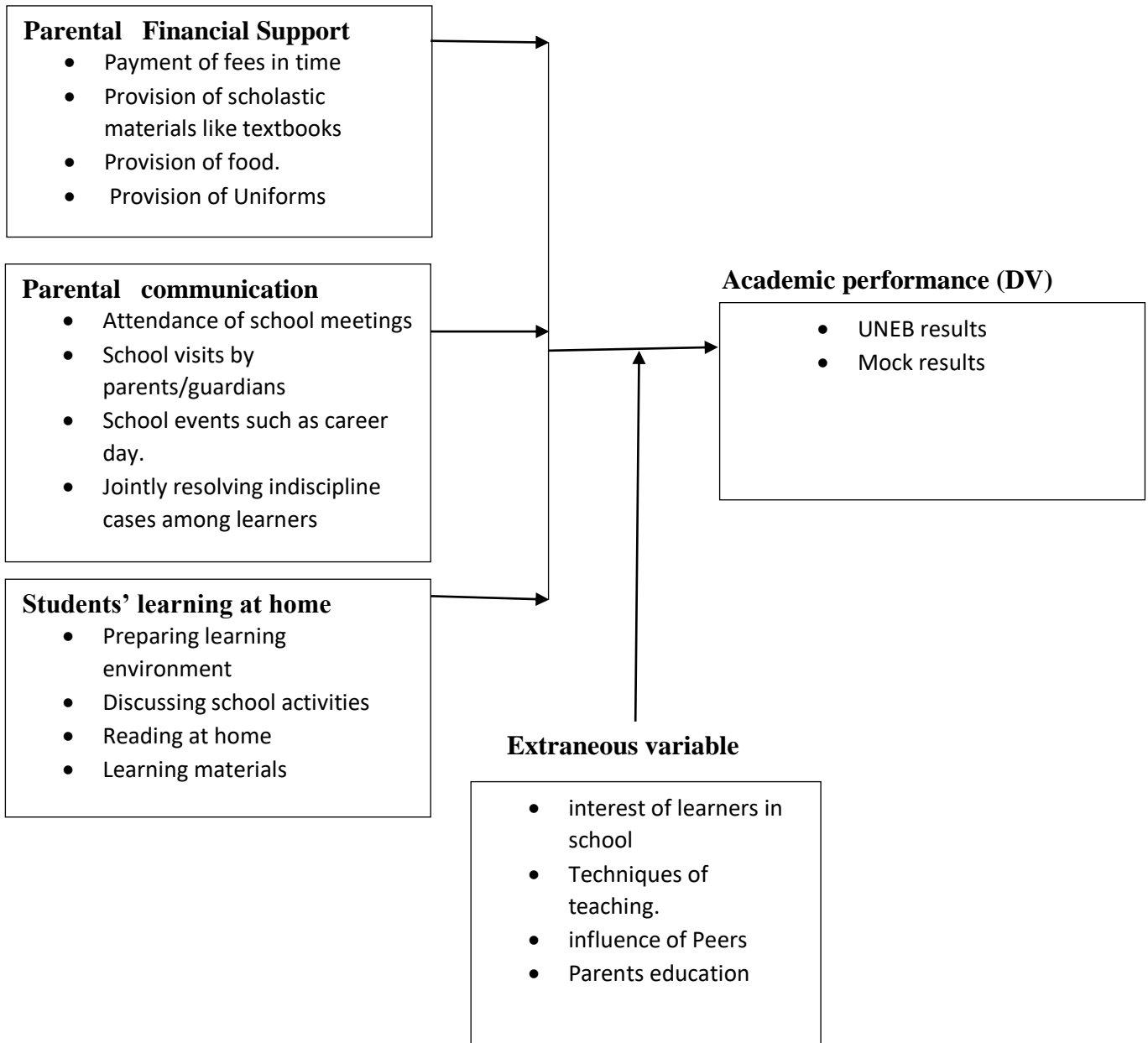
attendance of school meetings, school visits by parents/guardians, attending school events like career day and jointly resolving indiscipline cases among learners.

Students learning at home: According to Vellymalay (2012) students learning at home is where the parents help their children acquire skills, attitudes, and behavior that can make them productive and useful in society. In this study, student learning at home is conceptualized in terms of preparing a learning environment, discussing school activities, reading at home, and provision of learning materials.

1.9.2 Conceptual framework

Figure 1: Conceptual Framework

Parental involvement (IV)



Source: Drawn based on Omstein, C.A (1982). Strategies for effective teaching (2nd ed.).

Chicago: Brown and Benchmark publishers. Modified by the present researcher

Figure 1 is a conceptual framework which is a diagrammatic representation showing the interconnections between the independent variable (parental involvement) and dependent variable (students' academic performance). The framework shows parental involvement in terms of Parental financial support, parental involvement in students' learning at home, and parental communication with their different elements that will affect students' academic performance in terms of UNEB results, mock results, scores in-class tests and end-of-year exams results and moderated by the extraneous variables such as learners' interest in school, teachers teaching techniques, Peer influence, and Parents' education.

CHAPTER TWO

REVIEW OF THE LITERATURE

2.1 Introduction

In this part, the researcher presents the literature review. It consists of six parts. The first part deals with the theoretical review. The second part is a conceptual review. The third deals with parental financial support and students' academic performance. The fourth deals with parental communication and students' academic performance, the fifth includes parental involvement in students' learning at home and academic performance, and the sixth covers a summary of the literature review.

2.2 Theoretical review

The study was grounded in two theories: Vygotsky's social-cultural theory and Epstein's Parental Involvement Model. The socio-cultural theory was put forward by (Lev Vygotsky,1978). According to this theory, community members including teachers, parents, and other stakeholders greatly influence the intellectual growth of the children. The theory emphasizes that the process of acquisition of knowledge involves interaction with the community members. Vygotsky (1978), postulates that children from various cultural back grounds adopt several learning skills through interacting with more educated individuals.

Lev. Vygotsky (1978), puts more emphasis on the link between people and their environment. This theory establishes how the tradition of communities influences development and learning. It contends that interaction with people with greater knowledge or skills than the learner promotes the learner's knowledge acquisition.

According to Rieber and Robinson (2004), students live in a familial environment and are influenced by the culture of the society they inhabit. Since the community is their first place for learning and family the first teacher, interaction of children with family members enhances learning and development.

In a study conducted by Epstein (2001), parents' participation involved: making decisions, communication, and parenting, volunteering, working with the community, and learning at home. These six ways of parent participation have been recommended for use in families, communities, and schools (Sheldon and Epstein, 2005). The relevance of Epstein's model is seen in parents introducing educational activities, family support programs, and supportive home environments for children, which leads to good and improved school attendance, understanding of the value of school, and generating respect for parents. The model instructs parents on their responsibilities in assisting pupils in achieving high academic standards.

2.3 Conceptual Review

The idea of parents' participation in the education of their children is perceived in different forms and dimensions (Jafarov, 2015). Roy and Giraldo García (2018) say that parental involvement includes multiple behaviors encompassing the provision of basic needs to children by the parents.

LaRocque et al. (2011), argue that parents' involvement in their children's education is an important investment. It is also seen as parents taking part in activities that foster the learning and performance of their children (Fantuzzo et al. 2000) as cited in Ma et al. (2016). According to this study, parental involvement refers to the contribution of parents to their children's learning. Parental involvement includes; Parental expectations for their kids' academic success,

parental restrictions, parental interaction with kids, and parental involvement in school activities, and parental contact with instructors (Fan and Chen, 2001).

Epstein (2001), perceived parental participation in activities that include good parenting, guiding children, volunteering, helping children with their assignments at home, making decisions, and working with the community.

In addition, Shute et al. (2011), say that the concept of home-related parental involvement consists of aspects such as discussion of assignments and tasks, communicating with the school staff, and attending meetings, while school-related components also include checking homework, reading at home, supervision, and home rules.

According to Narad and Abdullah (2016), learners' performance refers to marks and grades awarded by the instructors and the level of achievement of the set goals within a specific period. Academic success in a course or lesson results from a combination of past and present school, home, and community experiences, in addition to the experiences in that course or lesson (Hanushek and Woessmann, 2017). Due to the impossibility of measuring this continuous impact, grades or the assessment conducted in a lesson are used to determine a student's level of achievement at a given educational level in the secondary section. Therefore, one of the primary goals of the educational experience is academic accomplishment. In Uganda learners' performance in the ordinary secondary section is measured in terms of aggregates that range from distinction one (D1) to failure nine (F9) that are in turn used to determine grades ranging from first to ninth grade (Mitana et al.2021). In the current study, academic performance is conceptualized in terms of students' pass rates in internal exams, students' grades in national exams, and mock exams which this study assessed. Parental engagement aspects have shown a positive link with academic achievement (Boonk et al., 2018). More studies focused on various

forms of involvement of parents that were required to demonstrate the impact of parental participation on academic attainment.

Ibrahima Naite (2021), carried out a study on the effect of the engagement of parents on the achievement of learners at Crescent International School in Bangkok, Thailand. The study results revealed that the parents' marital status, age, education level, and employment had a significant impact for their engagement in academics. The study concluded that learners whose parents were more interested in their education scored better grades than those whose parents showed less concern for their academics. Parents are encouraged to actively support their children's education because they are their first teachers.

This Study in particular focused on the effect of parental involvement in education on students' academic performance regarding parental financial support, communication, and learning at home.

2.4 Parental Financial Support and Students' Academic Performance

According to Rasool and Zhang (2020), in their topic on parents' impressions of their children's academic progress in Bangladesh, they found that mastering some subjects like sciences and arithmetic, is difficult for students. Parents have to finance private tutoring or training at home to make children get proper explanations of complex ideas. Academic performance declines when there are no tuitions or extra lessons for the children.

Odoh et al. (2017), agree that family income greatly influences students' academic achievement. They also support the idea that parents always take charge of the upbringing of the young ones in the family. However, the study did not show how a family's income influences children's

education, but it might be that lack of parental income renders the parents unable to provide basic needs for their kids.

Moneva et al. (2020), used a survey questionnaire in a research study in the Philippine City of Mandaue to gauge family financial support for education. Their research revealed that learners progress steadily academically when their families provide adequate financial support. The report added that parents with high socioeconomic status provide the necessary scholastic materials for their children's learning impacting their academic performance positively. However, their study was undertaken in the context of the Philippines, and the researcher wonders if the same findings apply to Uganda, and particularly to Terego District.

Ohanyelu (2022), conducted a study on family status as a major determining learners' success in science topics in Nigeria. A sample of 220 scientific students from the whole population was chosen at random. The research tool used was a questionnaire and a quantitative approach was adopted in the study. The data indicated that learners from families with low socioeconomic status get less encouragement and motivation in science discipline than those whose parents have higher socioeconomic status because learners from parents with high socioeconomic status are provided with science scholastic materials. This suggests that in South East Nigeria, the socioeconomic position of the parents is a significant factor influencing children's academic success. To determine whether Terego District, in Uganda, would yield the same results, the researcher conducted this investigation. The researcher conducted this investigation to determine whether Terego District, in Uganda, would yield the same results.

In addition, Anetor (2021), did a similar study on the impact of parents' income level on learners' academic achievement in Nigeria's River states. The results showed that parents with high income levels can buy educative items for their kids to benefit from such as videos, charts, and textbooks for the home, and enroll them in reputable schools that determine their academic achievement. The study also found that many kids from low-income backgrounds are barred from school, expelled, or banned from particular activities because their parents lack funds to pay for the necessary supplies or equipment for their education. Although the study considered both ends of students from high-income and low-income homes, there are known cases where poor children excel compared to rich parents. This research investigated the impact of parental financial support in education on students' academic performance in Terego District, Uganda, using mixed methods and would want to determine if the above findings would be the same.

In a study on the effects of financial support by parents on education achievement among post-primary children in Islamabad, (Muhammad Shahzad et al., 2020). The quantitative research method used a sample size of 60 respondents and a simple random sampling technique to collect data. The results demonstrated a positive link between parental financial assistance in terms of school uniforms, scholastic materials, and students' academic performance. Students with more supportive parents performed best academically. They were more engaged in academic activities than students with less supportive parents. While their study used only a quantitative approach, it used both qualitative and quantitative approaches for quality research, as well as purposive and simple random sampling and a sample size of 164 respondents. The researcher wondered if Terego District, Uganda would obtain the same result.

The researcher wondered if mixed method would yield the same result in Terego District, Uganda.

A qualitative study by Tuli et al. (2018), was done in India, on socioeconomic backgrounds. It was found that parents with high socioeconomic status have children who are self-assured and confident than learners who come from low socio-economic backgrounds. Although, their study was done to provide a basis for understanding the importance of parents' involvement in learning on academic performance of students in the context of Asia, the current study investigated the relationship between parental financial support and students' academic performance in the context of Terego District, Uganda.

Machebe et al. (2017), conducted a study on the level of parental income and the effect of parental income on students' performance. Three hundred students in Osaka, Japan, were randomly chosen to complete structured questionnaires about their academic performance. The results revealed that students from financially stable families performed better in academics than those from low-income families can pay their fees timely, provide them with scholastic materials, and provide school uniforms. Whereas their study was done in an Asian country, Japan this study was done in Uganda a developing economy. The results obtained in Japan might differ from those of Uganda regarding the effects of parental financial support on students' academic performance in Terego District, Uganda.

Adzido et al. (2016), agree with their findings after conducting a qualitative study on the Assessment of family income on academic performance involving 480 tertiary students in Ghana. They reported that no education is ever cheap, especially in terms of fee payment and provision of basic needs such as food and Uniforms. Therefore, low family income lowers students' academic achievement. Although it might have used qualitative instruments for an in-depth probing, mixed methodology would be preferred to capture adequate data. This study,

therefore, used both qualitative and quantitative approaches. The researcher wondered if the same result would be obtained in Uganda's Terego District.

Adewale *et al.*, (2016), agree with the above study in the investigation on academic achievement of learners in the secondary school certificate examination (SSCE) in Owerri Municipal of Imo State, in Nigeria, and reported that the educational achievement gap has a deep root in socioeconomic differences and financial assets that certainly influence academic achievements. Whereas their research was carried out in the Nigeria, the present research was done in Terego District, Uganda in 2023.

Similar research was conducted in Tanzania by Oganga (2017), who found that many kids from low socioeconomic households respond poorly to classroom instruction since they been exposed to the same resources at home. The study also discovered that some students struggle in school and may eventually drop out if their home environment is not intellectually stimulating due to poverty. Given that both countries are in East Africa, the researcher undertook this study to determine whether the same conclusions would apply to the Ugandan Situation. Flores-Mendoza *et al.* (2021) who researched the impact of family background on academic results in Tororo District, Uganda agreed with the above postulation on socioeconomic differences and financial assets. The study found that the students' and parents' income and education levels greatly impacted learners' performance. This study seeks to examine the influence of parental financial support in education on learners' academic performance in Terego District studies where none of such studies have been conducted.

2.5 Parental Communication and Students' Academic Performance

A study conducted by Pillet-Shore (2016) in the UK established that when a school year begins, parent-teacher communication progresses to the end of the education cycle. Introductions would

be made between teachers and parents, and a rapport would be gradually established as they share their experiences with the learners. Parents physically share with teachers during conferences and meetings. Teachers can also reach out to the parents through social media. The study also clarified that teachers may notify parents about their children's accomplishments and outstanding work by maintaining regular contact with them. These findings were in the U.K., so the study result might not be relevant to the African setting, particularly in Uganda and more specifically in the context of parents in Terego District.

According to Fudge (2020), while certain parent-teacher relationships may be more challenging to form than others, parent-teacher communication varies for different instructors and parents. Although that reasoning is likely accurate, it should be highlighted that there are many communication techniques that the scholar chose not to mention but which can aid parents and teachers in raising involvement in various contexts, such as meetings and school visitation.

In addition, Waterford (2018), in a study at Winona State University in the USA, categorized parent-teacher communication in two ways. That is one-way communication with no feedback from the receiver and two-way communication has feedback. He advised involving parents in two-way communication to promote teacher-parent interaction in the classroom and resolve indiscipline cases. For instance, you may call the pupils' parents instead of sending them home with a failing grade sheet and work with them to develop an improvement plan. to promote teacher-parent interaction in the classroom and in resolve indiscipline cases. For instance, you may call the pupils' parents instead of sending them home with a failing grade sheet and work with them to develop an improvement plan. You will become closer to your parents the more you interact with them. However, the present researcher wonders whether the results obtained from a study done in the USA could apply successfully to the situation in Terego District,

Uganda, considering the differences in the socioeconomic and cultural aspects between European countries and African Countries.

According to Sie Bert et al. (2018), a study conducted on students' results, and information flow from teachers to parents in China with many left-behind children, 4000 pupils ages 8 to 10 years were used as samples from two schools. It was found that bi-weekly student feedback using a special scorecard of schoolwork and behavior improved learner performance across the subjects. The study also deduced that a low-cost means of passing information from teachers to parents likewise provides better feedback to the learners, thus bringing significant academic achievement, especially for disadvantaged children. The researcher investigated whether the results from a rural part of primary pupils in China would be the same as those from a similar rural setup public secondary school in Terego District, Uganda.

In 175 elementary students referred for behavioral consulting, Jensen and Minke (2017), looked into the significance of relationships among stakeholders in predicting academic, social, and behavioral outcomes. Their findings showed that, teacher judgments of learners' interaction in peer groups and with communities were preferred over parent ratings in the presence of a shared, positive view of the relationship. Whereas the sample size for their study was 175 students, the research used a smaller sample size of 164 participants. A smaller sample size reduces the chance of an unpredictable distortion that may occur due to non-homogeneity.

Annisia (2015), conducted a similar study in Tanzania, the study employed mixed methodology involving questionnaires and interviews complemented by observation and documents for data collection and asserts that excellent communication is the key to building healthy relationships between kids, parents, teachers, and the community to make schools successful. If their homes are encouraging, all students will likely achieve better results. A positive interaction between the

school and the surrounding community especially during school events is significant to learners as it enhances stability and courage between educators and parents. The study used questionnaires, interviews, and observation whereas this study used questionnaires and interviews only. Kaptich et al. (2019), in their study in Kenya on the effect of parent-instructor communication on students' academic achievement in the Ainabkoi sub-county, the authors claim that there is a strong and substantial link between this relationship and the achievement of learners.

Face-to-face conversations to resolve indiscipline cases, phone calls, meetings, conferences, and missives were among the methods of communication between instructors and parents that the study highlighted. Data were gathered using an ex-post facts study approach. Purposive sampling, simple random sampling, and a cross-sectional research design were all employed in this study. Therefore, the researcher investigated whether the same results would be found in Uganda since Kenya and Uganda are in East Africa.

2.6 Parents' Involvement in Students' Learning at Home and Academic Performance.

Ma et al. (2016) agrees that, students learn both at school and at home, implying that the participation of parents plays a vital role in students' learning and engagement. Oswald et al., (2018) agree with the above and say that a learner's performance is greatly contributed to, by parental engagement in discussing school activities such as home work at home. Chen et al., (2021), in a study in Australia, opined that parents' support of their children's learning at home, encompasses the provision of necessary support like learning materials and the creation of a conducive environment for revision at home. The study found that the family socioeconomic position, language background, and home and community-based parent involvement activities contribute to the learner's academic achievement at the end of a particular education cycle. The

researcher investigated if the above findings would apply in the context of public secondary schools in Terego district, Uganda.

You et al., (2016), support that parental involvement increases students' homework rates, and improves language skills. This suggests that increasing parental involvement and child monitoring boosted academic confidence in Korean kids, leading to better performance. Ates (2021),observed that home-based parental involvement reduces students' absenteeism. Furthermore, parental participation in students' home-based learning increases the rate of doing homework (Benner et al., 2016). Ma et al. (2016), noted that studies have shown a correlation between the involvement of parents in their kid's schooling or homework, their participation in school events and extracurricular activities, and better success outcomes. While their study emphasized the importance of parents helping their kids with their schoolwork, this study primarily focuses on pupils.

In a similar spirit, Panaoura (2021), argues that there is ample data from worldwide to support how parents' engagement in their kid's learning can have a good impact on academic attainment. This could explain why New Zealand policy expects schools to nurture home-based parental involvement in education. The researcher investigated how parental involvement in students learning at home would impact academic performance in the Terego district.

As investigated by Ssenkasi and Hassan (2021), parents' involvement in students' learning involves tactics related to parents' participation in educational activities at home such as reading at home, doing homework and providing a conducive learning environment at home. This study discovered that the involvement of parents in their kids' academic lives at home had an immense effect on academic success at Ryakasinga Centre in the Sheema District, Uganda. This study was conducted in Sheema District, not Terego District in West Nile where the current study was

conducted. Hence, the findings from the Sheema District may not efficiently apply to the Terego District because of the difference in study settings.

2.7 Summary of Literature Review

The reviewed literature on parental financial support indicates that the support the parents extend to educate their kids has a positive impact on their academic results. It is also asserted through this review that educational achievement has a deep root in parental economic status and financial assets and that parents need to provide financial support for private tuition or training at home. It is evident from the review that parent's income level determines the training of their children. The reviewed literature also brought to light the view of various scholars on the effect of parental communication on learner's achievements. A plethora of scholars in support of the influence of parental communication on academic performance reported that parent-teacher communication begins from the onset of an academic cycle and continues onto the next stage.

The literature identified the following ways of communication between the teachers and parents: face-to-face dialogue, phone calls, missives, meetings, and conferences. Furthermore, the existing literature, as reviewed, reveals that the involvement of parents in students' home learning positively influences academic performance. The literature indicates that learning is not only at school but also extends to home and the community at large. It shows that students learning at home involves parents providing the necessary support, and a conducive home environment for revision,

The reviewed literature shows that most of the studies have focused more on parental involvement in general. In contrast, the current research was specifically conducted to examine the effect of parental involvement in education on the learner achievement of students in government-aided institutions in Terego District. It was evident that most of the studies in the

literature review were conducted outside Africa, few in Africa, very few in Uganda, and none of such a study has been done in Terego District. Therefore, this study took a better position to explore the effects of the participation of parents in the teaching and learning process on the academic results of students in government Secondary Schools in Terego District, Uganda.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This part of the study describes the methods and procedures that enabled the research to be conducted successfully to achieve the set aims. The chapter consists of the research approach, research design, study population, sample size, sampling technique and procedure, data collection methods, instruments for data collection, data quality control, data collection and analysis procedure and ethical considerations.

3.1 Research approach

The research used mixed methodology to generate quality work(Almeida, 2018). This approach aimed at getting an in-depth view of the participants on the effects of the participation of parents in education on students' performance using various research tools. The mixed approach enabled the researcher to use numerical and textual information that aided the analysis of the findings of this research.

3.2 Research Design

The researcher used a descriptive cross-sectional survey design to describe how parental involvement in education affected academic performance in public secondary schools in Terego District. Descriptive cross-sectional study designs are used to collect data to describe the status of phenomena or interactions between phenomena at a specific point in time. The design is quicker to use in terms of resources. This design was adequate for this research because it allowed data collection from different categories of respondents such as school administrators, teachers, PTA executives, and students at a particular point in time.

3.3 Study Population

Terego district has a total of eight public secondary schools out of which this study selected only four schools due to limited time frame for the study. The study population included four government-aided secondary education institutions in Terego District, school administrators, teachers, PTA executives, and students in the selected schools, totaling 200 participants. Their inclusion in the study was predicated on the assumption that they would contribute knowledge, experience, and opinions regarding the degree to which they participated in academic activities at school.

3.4 Sample Size

The study used a sample size of 164 respondents obtained from (Morgan, 1970) sample size determination. From Table (Appendix I), a population size of 200 relates to the sample size of 164. This sample size consisted of 12 administrators three per school, 52 teachers, 13 per school, 92 students, 23 per school, and 8 Parents Teachers Association executives, 2 from each school community. The details are presented in Table 2 below.

Table 2: Sampling Frame

Category	Target population	Sample Size	Sampling technique	Data Collection Method	Data collection tools
Headteachers	04	04	Purposive	Interviews	Interview guide
Deputy HT	04	04	Purposive	Interviews	Interview guide
Director of Studies	04	04	Purposive	Interviews	Interview guide
Teachers	60	52	Purposive	Questionnaire survey	Questionnaire
Students	120	92	Simple random Sampling	Questionnaire survey	Questionnaire
PTA executives	08	08	Purposive	Interviews	Interview guide
Total	200	164			

3.5 Sampling technique and procedure

This study used purposive and simple random sampling ways to select participants. Simple random sampling is a probability sampling technique in which the researcher randomly selects a subset of participants from a population (Meng, 2013). This technique eliminates bias in choosing the respondent for the research. Purposive sampling is a technique that involves the researcher choosing the respondents for the study (Campbell et al., 2020). This helps the researcher to choose knowledgeable individuals to have an in-depth understanding of the study.

3.5.1 Simple Random Sampling

The students were chosen using this method. This was done so that each student received a set of identically sized little pieces of paper. "Yes" was written on 23 little pieces of paper, while "No" was written on the remaining pieces. Each student was instructed to select just one piece of paper from the container, containing all the pieces. The student was chosen to participate in the study if the paper had the writing "yes," but if the student chose a paper with the word "no," he or she would not. Simple random sampling allows equal and unbiased chance to select participants for a particular study.

3.5.2 Purposive Sampling

This was used for school administrators, Teachers, and PTA executives. These categories were purposely selected because the researcher believed that with their experience in teaching, administration, and handling of students at school and home, they provided data relevant to the study. This method was advantageous for gathering data from experienced and knowledgeable respondents. However, the disadvantage is that the technique never yields a sample representative of a sizable population (Anney, 2014).

3.6 Data collection methods

This study used a questionnaire survey and interview techniques to gather data.

3.6.1 Questionnaire survey

This required using financial support, parental communication, and involvement of parents in students learning at home on students 'academic achievement at school.

3.6.2 Interviews

The researcher and participants had spoken conversations using this strategy. Because it offers the ability to keep to the path of the responses and interview by classifying queries, the researcher employed an interview guide with semi-structured questions to ensure respondents provided the necessary information. Therefore, the process involved in-person interviews with school administrators, and PTA executives about the link between the achievement of students in government schools in Terego District and parental financial support, parental communication, and involvement of parents in home learning. Parents' representatives were contacted at their residences, depending on the scheduled and agreed-upon visits.

3.7 Instruments of Data Collection.

According to Polanczyk et al., (2015), fact-finding techniques are instruments of data collection.

The following instruments and tools were utilized in this investigation to acquire the data.

3.7.1 Questionnaire

A questionnaire was used to collect data from the teachers and students. Given that the respondents are literate; the instrument was chosen for the study. It can be administered to numerous people simultaneously and is easy and affordable (Mukucha, 2019).

3.7.2 Interview Guide

The study used interview guides for the school administrators, and PTA executives as key informants. This helped in obtaining detailed information through probing. The interview allowed flexibility and established rapport between the researcher and the respondent.

3.8 Data Quality Control

By guaranteeing data integrity and legitimate study outcomes, data quality management is crucial to research (Yamanaka et al., 2016). By evaluating the validity and dependability of the study instruments as detailed below, the quality of the data collected was determined:

3.8.1 Validity

According to Hand et al. (2022), validity is the extent of accuracy of a given method used in research. Tools were presented to specialists to check their link to the issue at hand, considering the study's aims. Each item rated on a scale of relevant to not relevant to ensure validity. The content validity index (C.V.I.), representing all relevant queries out of the total number of questions, was used to determine validity.

The content validity index was calculated as below:

Agreed items by supervisors = 39; Total number of items = 54

$$C.V. I = \frac{\text{Number of questions rated relevant by experts (supervisors)}}{\text{Total number of questions}} = \frac{39}{54} = 0.72222$$

Got 0.722, this agrees with Yusof et al. (2019) who recommend that a CVI of 0.70 or more makes such a tool relevant to be used in a given research.

3.8.2 Reliability

The instrument was pre-tested once on 14 respondents (10% of 144 sample size) of secondary school questionnaires that were not selected for this research to ensure reliability. The pilot

study's participants were not counted among the study's respondents. The SPSS (Version 25.0) was used to submit the pilot test findings. The Cronbach's coefficient (alpha) was then used to correlate the pre-test score. The instrument's overall average reliability by a Cronbach Alpha score of 0.64. The researcher deemed this correlation adequate because, according to Cohen (2000), correlations between 0.60 and 0.85 allow group predictions that are reliable enough for most uses. As a result, the researcher started using the tools to gather data.

3.9 Procedure of Data Collection

The university's faculty of education permitted the researcher to go to the study area for data collection after approving the research proposal. The faculty gave an introduction letter for the researcher to access the schools through the DEO Terego District to conduct the research. The DEO accepted and requested the head teachers to accord the researcher the necessary support. The head teachers permitted the researcher to access and conduct the study in the schools. The data collection exercise involved collecting Primary and secondary data from 164 respondents from the target population of 200 people using questionnaires, and interview guides. The researcher collected the data and the information generated was analyzed through qualitative and quantitative data analysis techniques.

3.9.1 Data Analysis

In this study, data was analyzed quantitatively and qualitatively. This is in line with Ijosiga and Picho (2016), who used a mixed method of data analysis in a study on the results and performance of staff in the Yumbe District.

3.9.2 Qualitative Data Analysis

The researcher wrote each respondent's response on a piece of paper for all the questions asked. She read and re-read for familiarization with the data to categorize the data under the themes of

parental financial support, parental communication, and parental involvement in students' learning at home, emerging patterns were identified, and coded, and then content analysis was done as summarized in table 3 below.

Table 3: Procedure for qualitative data analysis

Step	Description
A written copy of the responses	Write the responses of the respondents to each question asked. Arranging the data depending on the respondent using names assigned.
Revise the data	Review of the data to understand it further
Assign labels to the data	Putting labels on the main points based on the objectives of the research.
Form major and minor themes	Forming groups of the data following their resemblances.
Writing the data following the main points and minor points.	Narrative of the results of the research

Source: (Lester et al., 2020)

3.9.3 Quantitative Data Analysis

In this research, data was analyzed using descriptive and inferential statistics. Objectives 1,2, and 3 were analyzed using descriptive statistics. Regression analysis was used to find the extent to which parental financial support, parental communication, and involvement of parents in students' home learning affected students' academic performance in public secondary schools in Terego District. The hypothesis was tested using regression analysis to test for the significance of parental financial support, parental communication, and parental participation in students' home learning on learners' academic results. SPSS was used to enter and analyze data.

3.9.4 Ethical Considerations

Ethical considerations are the set rules and regulations that govern the proceedings in a study. There are steps to follow when one collects data from people.

Resnik et al. (2015), defined ethics as standards of behavior that set boundaries between acceptable and unacceptable conduct. He noted that adhering to ethical rules in a study not only supports the objectives of research, such as knowledge, truth, and the avoidance of error, but also supports the values that are crucial to collaborative work, such as trust, accountability, mutual respect, and fairness. Before beginning the study, approval was sought from the necessary parties, including the Terego District Local Government, Muni University Faculty of Education, and the school administrations.

During the course of the study, efforts were made to steer clear of unethical research practices such as fabrication, information falsification, and plagiarism. The participants were treated with the utmost respect by being asked if they would participate in the research process. Personal information was not disclosed without the participant's permission, the data obtained was kept anonymous and secure, and efforts were made to safeguard participant performance.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.1 Introduction

This chapter presents, analyzes, and interprets the study results originating from the participants' responses as presented in the questionnaires and the interview guides. In part one of these sections, the turn-up rate of the participants is presented, demographic information follows, and the analysis and presentation of results of this research in line with the study's objectives are in the last section.

4.2 Response Rate

This is the ratio of respondents to sample members expressed as a percentage (Bommier et al., 2022). In this study, the researcher gathered information from 164 participants. Most of these respondents took part in the study with a response rate of 96% ($158/164 \times 100$), which was satisfactory. A total of 20 interviews were scheduled, out of which 14 were successfully conducted, giving a response rate of 70% ($14/20 \times 100$). The details are shown in Table 4

Table 4: Response Rate of the Respondents

Category	Target population	Sample size	Response rate	Percentage
Headteachers	04	04	03	75%
Deputy HT	04	04	02	50%
Director of Study	04	04	03	75%
Teachers	60	52	52	100%
Student	120	92	92	100%
PTA executives	08	08	06	75%
Total	200	164	158	96%

Source: Field data (2023)

In Table (4), all the response rates are above 70%, which supports Ijosiga and Picho (2016), who, in their study, said that a turnover rate of 70% is considered good and valid. This suggests that the respondents were interested and attached relevance to the study.

4.3 Demographic Information of the Respondents

To internalize the features of the population being studied, the following population features were inquired: gender, age, experience of teachers, and background information, Findings is presented in the form of a table as below:

Table 5: Gender of Teachers

Gender	Frequency	Percentage
Male	34	65.38
Female	18	34.62
Total	52	100

Source: Field data (2023)

Table 5, shows that 34(65.38%) of the teachers were male compared to 18 (34.62%) females. This suggests a need for gender balance consideration during recruitment.

Table 6: Gender of Students

Gender	Frequency	Percentage
Male	44	47.8
Female	48	52.2
Total	92	100

Source: Field data (2023)

Table 6, indicates that the majority of the students 48 (52.2%) were females, and 44(47.8) were males, implying that both sexes were represented in the study.

Table 7: Age of Teachers

Age in years	Frequency	Percentage
(20-29) years	07	13.5
(36-39) Years	20	38.5
(40-49) Years	13	25
Above 49 years	12	23
Total	52	100

Source: Field data (2023)

Table 7, shows that a larger number of instructors 20(38.5%), range in age from 36 to 39 years. Those from 40 to 49 years followed who constituted 13(25%), while a small number of teachers, 7 (13.5%), lie in the age range of 20-29 years This implies that a large proportion of the teachers were responsible adults who could play key roles in promoting the academic achievement of learners compared to young teachers who had less experience in teaching.

Table 8: Age of Students

Age	Frequency	Percentage
(13-18) Years	69	75
(18-25) Years	23	25
Above 25Years	00	00
Total	92	100

Source: Field data (2023)

The majority of learners, 69(75%), were between 13 and 18 years old, followed by 23(25%), whose ages ranged from 18 to 25 years old. It implies, a significant number of the students were youths, who could actively be involved in learning to promote academic performance.

Table 9: Work Experience of Teachers

Years of experience	Frequency	Percentage
Less than 5 years	07	13.5
(5-10) years	16	30.8
(11-15) years	09	17.3
(15-20) years	08	15.4
21 and above years	12	23.1
Total	52	100

Source: Field data (2023)

Table 9, show that majority 16 (30.8%) of the instructors had worked in Government aided institutions in Terego District for 5 to 10 years followed by 09(17.3%) who had worked for 11 to 15 years and 08(15.4%) who worked between (15-20) years. Those who worked for less than five years constituted only 07 (13.5%). The data shows that most of the teachers had an experience of not less than five years. This means they had the experience of teaching and guiding the learners for better academic performance.

4.4 Descriptive Statistics Results

In this section, descriptive statistics results were presented, in line with the objectives of the study and the results were integrated with qualitative findings from the interviews as follows.

4.4.1Influence of parental financial support

The research's first objective was to assess parental financial support's influence on students' academic performance in public secondary schools in Terego District. The findings are shown in Table 10

Table 10: Descriptive statistics regarding the Influence of Parental Financial Support

Statement	category	SA	A	NS	DA	SDA	Mean	S. D
Parents pay school fees timely	Teachers:	(02) 3.8%	(06) 11.5%	(08) 15.4%	(23) 44.2%	(13) 25%	2.25	1.082
	Students:	(27) 29.3%	(34) 37%	(14) 15.2%	(09) 9.8%	(08) 8.7%	3.69	1.244
Parents provide scholastic materials to the children throughout the term	Teachers:	(08) 15.4%	(16) 20.8%	(06) 11.5%	(13) 25%	(09) 17.3%	3.02	1.379
	Students:	(29) 31.5%	(35) 38%	(09) 9.8%	(12) 13%	(07) 7.6%	3.71	1.256
Parents buy school uniforms all the time	Teacher:	(02) 3.8%	(15) 28.8%	(06) 11.5%	(21) 40.4%	(08) 15.4%	2.65	1.170
	Student:	(46) 50%	(30) 32.6%	(09) 9.8%	(05) 5.4%	(02) 2.2%	4.24	0.981
Some students miss lessons because of shortage of school fees.	Teachers:	(19) 36.5%	(28) 53.8%	(00) 00%	(03) 5.8%	(02) 3.8%	4.13	0.971
	Students	(23) 25%	(29) 31.5%	(10) 10.9%	(16) 17.4%	(14) 15.2%	3.33	1.428
parents pay money for seminars and tours	Teachers	(12) 23.1%	(24) 46.2%	(12) 23.1%	03 5.8%	(01) 1.9%	2.67	1.133
	Students	(22) 23.9%	(33) 35.9%	(10) 10.9%	(15) 16.3%	(12) 13%	3.44	1.353
Parents fail to provide food at home due to financial challenges.	Teachers:	(01) 1.9%	(15) 28.8%	(11) 21.2%	(16) 30.8%	(09) 17.3%	3.83	0.922
	Students:	(06) 6.5%	(12) 13%	(08) 8.7%	(29) 31.5%	(36) 39.1%	2.15	1.264
Aggregate mean and Standard Deviation (Teachers)							3.098	1.1095
Aggregate mean and Standard Deviation (Students)							3.40	1.254

Source: Field data (2023)

Legend: (SDA) Strongly Disagree (1.00 - 1.79)-Very low; (DA) Disagree (1.80 - 2.59)-Low; (NS) Not Sure (2.60 - 3.39) - Moderate; (A) Agree (3.40 - 4.19)- High; (SA)Strongly Agree (4.20 - 5.00)- Very high.

The results from Table 10 indicate that the majority (69.2%) of the teachers disagreed that the parents pay school fees promptly (mean 4.55) and a Standard. Deviation (S. D= 1.082) indicates variation of opinion among the respondents. The untimely payment of school fees might have led to the disruption of studies and a decline in the learners' achievement in government-aided

institutions in Terego District. However, the majority (66.3%) of the students agreed that their parents pay school fees in a timely manner (mean 3.69), and a Standard Deviation = 1.244 indicates a difference of opinion among the students. The contrary response of the students implies that their parents pay fees directly to the school administration, so the students could not know about the progress of fee payment or the student was not sent home for school fees regularly.

The response of the teachers was supported by the Deputy Headteacher of school A, who said *“Hah! The parents pay fees both in cash and in kind, and there is late payment, some parents fail to pay totally.”*

Another Deputy Headteacher in school (O), had this to say:

“Yes, fee payment is poor, parents refuse to pay in Bank to avoid bank charges and, as such pay in bits. Do not want to pay in Bank, many installments (small), parents who do not pay, we send their children home but still they come without money, this affects lesson attendance.”

The head teacher of school OA similarly said:

“Surely! The parents pay through the bank, at mobile points, and they also pay fees in kind in the form of beans, cassava, and firewood, The School pay code system is not embraced, other parents still resist it yet few use banks, we discourage cash receipt at the source.”

In addition, another head teacher in the school (O), said that:

“Fees paid through the bank, using pay slips issued by the school and school pay system, also accept cash at the school for some ignorant parents. Some parents don't pay fees in full; they pay in small installments, some pay in full, and many don't complete fees for example we have over eight million uncollected fees. Some parents are unable to pay fees for their children as

such the school gives them some work to do and around 10 of such examples of learners pay school fees through such casual work while some 10 other students are supported by the old student association.”

The above interview responses of the Head teachers and their Deputies were supported by the Directors of studies in the various schools and the PTA executive members, and they imply that school fee payment was either in cash or in kind, some parents pay through the Bank or in the school. Generally, school fee payment was poor, which might have affected the students' class attendance and academic performance.

Furthermore, when the teachers were asked whether parents provided scholastic materials to the children throughout the term, the majority (42.3%) of teachers disagreed compared to 36.2% who agreed, (mean 3.02), Standard. deviation value of 1.379 indicates divergent opinions among the teachers. The majority response means that the children might have been experiencing difficulties keeping up with studies due to a shortage of stationery and notebooks which could have affected their academic performance, Contrary to the above response, the learners agreed that their families give them scholastic materials, as indicated by 69.5 % (mean= 3.71; S. D=1.256) compared to 21.1% who disagreed. The parents could be providing the children with only a few scholastic materials. The head teacher in School (O), said:

“Parents provide scholastic materials directly to learners as indicated in admission form for example exercise books. Most times students don't have any scholastic materials such as sets, or calculators. Other parents don't take the provision of materials like reading books and textbooks seriously and they rely on the few supplies from the government.”

Another head teacher from school (A) added that:

“The contribution depends on the level of education of parents, uneducated don’t mind and only pay fees and do not adequately provide scholastic materials while the educated parents for example teachers, health workers and others support and provide fully the education of their children in terms of fees and scholastic materials.”

However, most of the PTA executive members had convergent opinions indicating that parents provided scholastic materials except textbooks that schools provided. The PTA member from school O expressed similar opinions:

“Parents provide learners with an exercise book, school bag, sets, graph books, pens, pencils, colored pencils, files, rulers, and calculators but textbooks mostly from school.”

When teachers were asked whether parents always buy school uniforms for their children, the majority (55.8%) of the teachers disagreed compared to 32.6% who agreed (mean 2.65; S. D= 1.170 from the mean). A parent not buying school uniforms for the child might result in social and emotional problems for the child as the child feels embarrassed or left out if he or she does not have a school uniform. This might have affected the focus of the child on studies. On the contrary, the majority of the learners (82.6%) accepted that parents buy for them school uniforms (mean= 4.24; S. D= 0.981). The question could have been misunderstood by the students since most parents in rural schools, because of poverty, buy school uniforms only once for their children.

This was supported by the head teacher of the school OB who said:

“Parents buy uniforms from open markets. But the school contracts T-shirts and sweaters that are also paid by the parents through the school.”

Another head teacher of school O said:

“School uniforms used to be charged with school fees, but because of the drop in the number of learners, parents now buy uniforms for their children themselves to make school uniforms cheap.”

Similarly, deputy head teachers and PTA executives of schools A, O, OA, and OB agreed with the head teachers when they said:

“Some parents bought School uniforms for their children for the last few years, but some of them did not. Some parents used to buy uniforms once at the beginning of the year, only replacing them when the uniforms were old and other parents buy one pair of uniforms in four years, others for three years, and others for two years.”

These Responses imply that the parents faced challenges in buying school uniforms for their children throughout the academic cycle. That might have made some of the children whose parents could not afford to buy uniform throughout the academic cycle, uncomfortable since school uniforms promotes discipline and a sense of belonging among the students.

The response given by the majority of teachers on untimely payment of school fees by the parents was confirmed when teachers were asked whether some students missed lessons because of school fees, most of the teachers (90.3%) agreed (mean= 4.13; S.D= 0.971). This was supported by the majority (56.5%) of the students who also agreed (mean= 3.33; S.D=1.428), that they missed lessons because of school fees shortage. This implies poor class attendance which might have affected the academic performance of the children.

However, the parents pay money for seminars and tours as indicated by the majority of teachers, 69.3% who agreed, this is shown by a moderate mean value of 2.67, and a standard deviation of 1.133 from the mean, showing the difference of ideas among the participants. Similarly, the majority of the students agreed that their parents pay money for seminars and tours as indicated

by 59.8% of them (mean= 3.44; S.D= 1.353). This means that the money for seminars and tours is affordable, and could also mean that the parents of government-aided schools in Terego District know the importance of seminars and tours to the academic performance of their children.

In addition, when teachers were asked whether parents failed to provide food for the children at home due to financial challenges, the majority of the teachers 48.1% (mean= 3.83; S.D= 0.922), disagreed compared to 30.7% who agreed, and only 21.2% of the teachers who remained undecided. The response of the majority implies that the parents of public secondary schools in Terego District were mindful of the welfare of their children which could have contributed to the good results of the learners. The response of the majority of the teachers was supported by 71.5% of students who also disagreed that parents failed to provide food for their children (mean=4.16; S.D=0.9), although 19.8% of the students thought otherwise.

In conclusion, the influence of financial support by parents on the achievement of learners in public institutions in Terego District was moderate as indicated by aggregate mean values of teachers, and learners $3.35 \left(\frac{3.098 + 3.40}{2} = 3.35 \right)$.

4.8 Inferential Statistics

To test the first hypothesis which stated that “Parental financial support has a significant influence on students’ academic performance in public secondary schools in Terego District?” A regression analysis was used with the help of Statistical Package for Social Scientists (SPSS Version 25.0), the output is provided in Table 11.

Table 11: Model Summary of Parental Financial Support and Academic Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.161 ^a	.026	.019	1.395

a. Predictors: (Constant), Parental Financial Support

The results from Table 11, show $R = 0.161$, indicating a weak influence of parental financial support on the academic performance of students in Public Secondary Schools in Terego District. The strength of the influence is 2.6%. This suggests weak parental financial support to the child and to the schools/ which might have affected the academic performance of the students. Therefore, based on the finding above, the hypothesis, "parental financial support has a significant influence on students' academic performance" was **REJECTED**.

Table 12: ANOVA Showing the Significance of Parental Financial

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	7.321	1	7.321	3.764	.054 ^b
	Residual	274.232	141	1.945		
	Total	281.552	142			

a. Dependent Variable: Academic Performance

b. Predictors: (Constant), Parental Financial Support

The ANOVA results (Table 12), show $p\text{-value} = 0.054$ at 0.05 level of significance, this implies that parental financial support is marginally significant. $F\text{-statistics} = 3.764$, indicates that the model has some explanatory power.

- **Table 13: Coefficients of parental financial support**

		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.793	.300		9.325	.000
	Parental Financial Support	.163	.084	.161	1.940	.054

a. Dependent Variable: Academic Performance

We accept the hypothesis as the p-value is marginally significant. Therefore, parental financial support has an insignificant influence on the academic performance of students in Public Secondary Schools in Terego District. $F(1,141) = 3.764$. $\beta = 0.163$; $P = 0.054 > 0.000$

4.4.2 Parental Communication and Student's Academic Performance

To examine the effect of parental communication on learners' achievement in government-aided schools, in Terego District. Respondents' responses are summarized in Table 14 below.

Table 14: Descriptive Statistics Regarding Effect of Parental Communication

Statement	category	SA	A	NS	DA	SDA	Mean	S.D
Parents attend conferences with teachers	Teachers:	(03) 5.8%	(13) 25%	(12) 23.1%	(16) 30.8%	(08) 15.4%	2.75	1.169
	Students:	(22) 23.9%	(15) 16.3%	(23) 25.0%	(25) 27.2%	(07) 7.6%	3.22	1.291
Parents discuss term results with teachers	Teachers:	(07) 13.5%	(22) 42.3%	(06) 11.5%	(12) 23.1%	(05) 9.6%	3.29	1.238
	students:	(25) 27.2%	(20) 21.7%	(17) 18.5%	(22) 23.9%	(08) 8.7%	3.37	1.322
Administration termly sends circulars to parents	Teacher:	(35) 67.3%	(15) 28.8%	(00) 00%	(01) 1.9%	(01) 1.9%	4.58	0.776
	Student:	(56) 60.5%	(21) 22.8%	(03) 3.3%	(10) 10.9%	(02) 2.2%	4.29	1.095
Parents attend class meetings with subject teachers	Teachers:	(04) 7.7%	(19) 36.5%	(07) 13.5%	(17) 32.7%	(05) 9.6%	3.00	1.188
	Students	(06) 6.5%	(16) 17.4%	(23) 25%	(25) 27.2%	(22) 23.9%	2.55	1.217
Parents attend PTA meetings regularly	Teachers	(15) 28.8%	(31) 59.6%	(03) 5.8%	(03) 5.8%	(00%) 00	4.12	0.758
	Students	(31) 33.7%	(31) 33.7%	(10) 10.9%	(15) 16.3%	(05) 5.4%	3.77	1.212
Administration at times makes phone calls to parents	Teachers:	(17) 32.7%	(32) 61.5%	(02) 3.8%	(01) 1.9%	(00) 00%	4.25	0.622
	Students:	(35) 38%	(28) 30.4%	(11) 12%	(11) 12%	(07) 7.6%	3.79	1.287
Aggregate mean and Standard Deviation (Teachers)							3.665	0.9585
Aggregate mean and Standard Deviation (Students)							3.498	1.2373

Legend: (SDA)Strongly Disagree (1.00 - 1.79)-Very low; (DA) Disagree (1.80 - 2.59)-Low; (NS) Not Sure (2.60 - 3.39) - Moderate; (A) Agree (3.40 - 4.19) - High; (SA)Strongly Agree (4.20 - 5.00) - Very high.

The results from Table 14. indicate that the majority (46.2%) of the teachers disagreed that the parents attend conferences at the schools. The mean value of 2.75 indicates moderate attendance while a standard deviation of 1.169 from the mean value, suggests wide variation of opinion among the teachers. This implies that few parents attend the conferences and those who do not attend might have missed the opportunity to stay informed about their kids' academics progress. However, 40.2% of the students showed that attendance was moderate as reflected by the mean value of 3.22, and a standard deviation of 1.291 from the mean indicating a divergence of opinion among the participants.

Interestingly, parents discuss term results with teachers as indicated by the majority, 55.8% of the teachers (mean= 3.29; S.D= 1.238).This was supported by the majority (48.9%) of the learners who accepted the assertion (mean= 3.37; S.D= 1.322).The discussion of termly results by both parents and teachers was rated moderate. That implies sharing ideas and information to find a better way to improve the academic performance of the children in Public Secondary Schools in Terego District.

In addition, School Administration sent circulars to parents termly as evidenced by 96.1% of the teachers (mean=4.58; S.D= 0.776), and 83.3% of the students (mean= 4.29; S.D=1.095).This implies that the school administrators of Public Secondary Schools in Terego District, communicate important information, updates, and announcements to parents, regularly update the parents, and engage them in their kids' learning process to improve academic performance.

Furthermore, Table14 indicates that the parents of learners of government-aided institutions in Terego District, attend class meetings with subject teachers as shown by 44.2% of the respondents compared to 42.3% who disagreed (mean= 3.00; S. D= 1.188 from the mean), the attendance of class meetings was rated moderate by the teachers. However, the majority (41.1%) of the students disagreed compared to 23.4% who agreed (mean= 2.55; S.D= 1.217).This implies that few parents attend the class meetings. But taking the teachers' view, one can conclude that the majority of the parents attend class meetings.

Regarding whether parents of Public Secondary schools in Terego District, attend PTA meetings regularly, the majority (88.4%) of the teachers agreed (mean 4.12; S.D=0.758 from the mean) compared to only 5.8% who disagreed. This implies that the parents of Public Secondary Schools in Terego District are concerned with communication to be informed about the academic performance of their children. Parent's attendance at PTA meetings was confirmed by a large proportion of students (67.4%) who agreed with the statement (mean= 3.77; S.D=1.212).

The deputy head teacher of school supported these responses who expressed the same opinion:

“Yeah, the schools communicate to the parents through meetings (PTA, class meetings), circulars, posters, radio announcements, phone calls, and through the learners (assemblies and public holidays).”

In addition, the director of studies from the schools O supported the views of the head teachers, and this is what he narrated:

“Fine, it is true that communication to parents takes place through various ways such as sending circulars, phone calling the parents on urgent issues, organizing conferences and meetings.”

Similar responses were obtained from the Head teachers, one head teacher of the school OA said:

“We do communicate in various ways when the need arises, during visitation days, annual general meetings, class meetings, radio announcements in English language and local language, sends text and what sap messages but few parents have a smart phone. Those who do not have phones, we use the child, especially day scholars, talk to them face to face, through circulars, PTA meetings, and class meetings.”

Another head teacher of school O said:

“We use various methods such as announcements over the radio, SMS, direct phone calls, church notices, circular letters, children in assembly/public holidays, meetings (class meetings, PTA meeting), and visitation days but not many parents follow their children.”

The responses imply that the school administrators made efforts to communicate with the parents in various methods. This might have made the parents and the children aware of the school's vision, missions, commitment, expectations, and roles toward achieving academic performance.

In line with the responses, it was revealed that the School Administration at times makes phone calls to parents as believed by most of the teachers who constituted 94.2% (mean 4.25; S.D=0.662).The high mean value indicates consensus among the teachers, and a low standard deviation value suggests less variation in teachers' opinions. Phone calls to parents imply the seriousness of the school administrators of Public Secondary Schools in Terego District, to promote communication between institutions and parents to step up the performance of the

learners. The majority response of the teachers was supported by 68.4% of the students (mean=3.79; S.D= 1.287) who also agreed that school administration at times makes phone calls to their parents.

In support of the responses above from the teachers and the students. The PTA executive member of schools OB said:

“Mobile communication using phones, physical visits, letters, sending information through the child, visitation days, and use of media are the most commonly used ways of communication between the parents and the school administration.”

In summary, there was a high level of the effect of parental communication in terms of discussion of term results with teachers, sending of circulars to parents termly, regular attendance of PTA meetings, and occasional use of phone calls on students’ academic performance in Public Secondary Schools in Terego District as indicated by the aggregate mean of 3.5815($\frac{3.665+3.498}{2} = 3.5815$).

4.8 Inferential Statistics

To test the second hypothesis which states that: “Parental communication has significant influence on student’s academic performance in public secondary schools in Terego District?”

Inferential statistics was used involving regression analysis with the help of Statistical Package for Social Scientists (SPSS Version 25.0), the output is provided in Table 15 below.

Table 15: Model Summary of Parental Communication and Academic Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.239 ^a	.057	.050	1.372

a. Predictors: (Constant), Parental Communication

Table 15, shows $R^2 = 0.057$, which indicates that parental communication explained up to 5.7% of the variance in the academic performance of the students in Public Secondary Schools in Terego District. The remaining 94.3% variation in academic performance was due to other factors not in the model.

Table 16: Anova^a between Parental Communication and Academic Performance

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	16.085	1	16.085	8.544	.004 ^b
	Residual	265.467	141	1.883		
	Total	281.552	142			

a. Dependent Variable: Academic Performance

b. Predictors: (Constant), Parental Communication

From table 16. $F(1,141) = 8.544$, $P\text{-Value} = 0.004 < 0.01$ implies that parental communication significantly influenced the academic performance of student in the public secondary schools in Terego District.

Table 17: Coefficients of Parental Communication.

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.396	.339		7.062	.000
	Parental Communication	.261	.089	.239	2.923	.004

a. Dependent Variable: Academic Performance

The results from the above tables indicate ($\beta = 0.261$, $p\text{-value} = 0.004 < 0.05$ level of significance). This means parental communication has a significant positive influence on academic performance. Hence, the study hypothesis that “Parental communication has a significant influence on student’s academic performance in public secondary schools in Terego District” was **ACCEPTED** “

4.6 Influence of Parental Involvement in Students' Learning at Home

Objective three aimed to assess the influence of the involvement of parents in students' home learning on the performance of learners in government-aided schools in Terego District.

Respondents' responses related to the object are presented in the following table (19)

Table 18: Descriptive Statistics regarding influence of Parental Involvement in Students' Learning at Home

Statement	category	SA	A	NS	DA	SDA	Mean	S.D
Parents' guide their children in answering assignment questions	Teachers:	(01) 1.9%	(01) 1.9%	(34) 65.4%	(13) 25%	(03) 5.8%	3.31	1.259
	Students:	(21) 22.8%	(18) 19.6%	(16) 17.4%	(16) 17.4%	(21) 22.8%	3.01	1.494
Parents provide a conducive learning environment at home	Teachers:	(07) 13.7%	(00) 00%	(30) 57.7%	(13) 25%	(02) 3.8%	2.81	0.715
	Students:	(31) 33.7%	(27) 29.3%	(13) 14.1%	(16) 17.4%	(05) 5.4%	3.68	1.257
Parents always check the homework of their children	Teacher:	(01) 1.9%	(15) 28.8%	(28) 53.8%	(08) 15.4%	(00) 00%	3.17	0.706
	Student:	(30) 32.6%	(26) 28.3%	(11) 12%	(16) 17.4%	(09) 9.8%	3.57	1.361
Parents discuss school activities with children at home	Teachers:	(04) 7.7%	(12) 23.1%	(27) 51.9%	(08) 15.4%	(01) 1.9%	3.19	0.864
	Students	(45) 48.9%	(26) 28.3%	(07) 7.6%	(06) 6.5%	(08) 8.7%	4.02	1.275
Parents help the children to read at home.	Teachers	(01) 1.9%	(13) 25%	(31) 59.6%	(06) 11.5%	(01) 1.9%	3.13	0.715
	Students	(42) 45.7%	(31) 33.7%	(06) 6.52%	(11) 12%	(08) 8.7%	3.98	1.245
Parents supervise preps at home	Teachers:	(05) 9.6%	(15) 28.8%	(21) 40.4%	(10) 19.2%	(01) 1.9%	3.25	0.947
	Students:	(22) 23.9%	(33) 35.7%	(10) 10.9%	(12) 13.0%	(15) 16.3%	3.40	1.401
Parents buy home learning materials for their children	Teachers:	(17) 32.7%	(32) 61.5%	(02) 3.8%	(01) 1.9%	(00) 00%	4.25	0.622
	Students:	(29) 31.5%	(20) 21.7%	(08) 8.7%	(15) 16.3%	(20) 21.7%	3.29	1.584
Aggregate mean and Standard Deviation (Teachers)							3.301	0.833
Aggregate mean and Standard Deviation (Students)							3.564	1.374

Legend: (SDA)Strongly Disagree (1.00 - 1.79)-Very low; (DA) Disagree (1.80 - 2.59)-Low; (NS) Not Sure (2.60 - 3.39) - Moderate; (A)Agree (3.40 - 4.19) - High; (SA)Strongly Agree (4.20 - 5.00)- Very high

The results from Table 18, indicate that the majority (65.4%) of teachers were not sure whether the parent's guide their children at home in answering questions (mean =3.31; S.D= 1.259). However, the majority (42.4%) of students agreed (mean= 3.01; 1.494) that their parents guided them. This implies parental involvement which might have improved children's study habits, and academic performance.

In addition, when the teachers were asked whether parents provided a conducive learning environment for their children with homework, the majority of the teachers seemed not to know as indicated by 57.7% a mean of 2.81, and a standard deviation of 0.715 from the mean, but the children agreed that their parents checked their homework as shown by 63% of the responses (mean= 3.57; S.D = 0.706). Also the majority of teachers as indicated by 51.9% (mean= 3.19; S.D= 0.864), seemed not to know whether the parents discussed school activities with their children at home but 77.2% of the children highly agreed (mean= 4.02; S.D= 1.275)

A head teacher in School OA narrated that:

“Many parents are willing to discuss school activities at home but mainly on the side of criticism, but when something goes wrong, they don't come to school but talk directly to the PTA chairman. Some few can check assignments and study materials of their children at home.”

A similar response was given by the director of study from the same school and supported by a head teacher in School A who was not certain whether parents discuss school activities with their children and said:

“Not sure if parents discuss school activities with their children at home because of the nature of our parents (many are not educated, most times not at home, negative attitude towards education as they feel they are wasting time and resources.”

The response of the head teachers suggests that parents of Public Secondary Schools in Terego District did not help kids with home learning. This could be because many parents have a low level of education did not go to school or have a negative attitude towards education where they feel it is a waste of resources.

Furthermore, when teachers were asked whether parents helped kids read at home. A larger number of parents were not sure as shown by 59.6% a high mean value of 3.13 and a standard deviation of 0.715 from the mean indicating a difference of opinions among the teachers but the majority 79.4% of the students agreed that their parents helped them to read at home (mean= 3.98; S.D= 1.245).

In addition, a large proportion of the teachers were unsure whether parents supervised their children's preps at home as evidenced by 40.4% of the responses (mean= 3.25; S.D= 0.947). However, the majority (59.6%) of the students agreed that the parents supervise preps at home (mean= 3.4; S.D= 1.401). Interestingly, most parents bought learning materials for their children at home as shown by 94.2%; a high mean of 4.25 and a standard deviation of 0.622 from the mean indicating consensus among the teachers. The view was supported by the majority (53.2%) of the students who agreed that their parents bought learning materials for them (mean= 3.29; S.D= 1.584 from the mean).

In a nutshell, the responses above suggest that the teachers were not aware of the related activities of the parents to support the learning of their children at home except the buying of home learning materials. The influence of parental involvement in students' learning at home on academic performance in public secondary schools in Terego District was moderate as indicated

by the teachers' aggregate mean of 3.301 but high according to the aggregate mean of the students (3.564).

Further analysis to find the influence of parental involvement in students' learning at home on academic performance in Public Secondary Schools in Terego District was achieved by running a linear regression analysis. The output of SPSS Version 25.0 is presented in Table 19

Inferential Statistics

The study's third hypothesis stated: "Parental involvement in students' learning at home does significantly influence academic performance of students in public secondary schools in Terego District." A regression analysis was run with the help of Statistical Package for Social Scientists (SPSS Version 25.0). The following are the outputs:

Table 19: Model Summary showing parents involvement in students learning at home

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.165 ^a	.027	.020	1.394

a. Predictors: (Constant), Students' Learning at home

Table 19, shows that the R-Square is 0.027; thus 2.7% of the variance in academic performance can be influenced by parental involvement in students' learning at home.

Table 20 Anova^a between Students Learning at Home and Academic Performance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.691	1	7.691	3.960	.049 ^b
	Residual	273.862	141	1.942		
	Total	281.552	142			

a. Dependent Variable: Academic Performance

b. Predictors: (Constant), students' learning at home

Table 20, results indicated $F(1, 141) = 3.96, p = 0.049$, implying a significant influence of parental involvement in students' learning at home on the academic performance of the students

Table 21: Coefficient of parental involvement in students learning at home

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.710	.332		8.166	.000
	Learning at home	.182	.091	.165	1.990	.049

a. Dependent Variable: Academic Performance

The results in Table 21 show $P(0.049) < 0.05$, therefore, the hypothesis of the study which stated that: Parental involvement in students' learning at home significantly influences the academic performance of students in public secondary schools in Terego District, was **ACCEPTED**.

In summary, parental communication had the greatest influence (5.7%) on the academic performance of students in Public Secondary Schools in Terego District, followed by parental involvement in students' learning at Home (2.7%) and lastly by parental financial support (2.6%). The statistical results supported the researchers' hypotheses which stated that parental financial support, parental communication, and parental involvement significantly influence academic performance in Public Secondary schools in Terego District.

4.7 Academic Performance

The researcher sought responses to assess the academic performance of the students. The results are provided in Table 23 as follows:

Table 22: Descriptive Statistics regarding the level of academic performance

Statement	category	SA	A	NS	DA	SDA	Mean	S.D
Children attend lessons Regularly in the school	Teachers:	(06) 11.5%	(28) 53.8%	(04) 7.7%	(12) 23.1%	(02) 3.8%	3.45	1.093
	Students:	(68) 73.9%	(18) 19.6%	(06) 6.5%	(00) 00%	(00) 00%	4.67	0.595
Learners in the school participate actively in class	Teachers:	(05) 9.6%	(34) 65.4%	(04) 7.7%	(09) 17.3%	(00) 00%	3.67	0.879
	Students:	(67) 72.8%	(17) 18.5%	(06) 6.5%	(01) 1.09%	(01) 1.09%	4.63	0.740
The majority of students do Class tests.	Teachers:	(14) 26.9%	(31) 59.6%	(02) 3.8%	(05) 9.6%	(00) 00%	4.04	0.839
	Student:	(31) 33.7%	(28) 30.4%	(15) 16.3%	(12) 13%	(06) 6.5%	3.72	1.243
Majority of students Perform well in assignments	Teachers:	(03) 5.8%	(19) 36.5%	(08) 15.4%	(21) 40.4%	(01) 1.9%	3.04	1.047
	Students	(50) 54.3%	(30) 32.6%	(07) 7.6%	(04) 4.3%	(01) 1.1%	4.35	0.882
The majority of students pass the UNEB exams	Teachers	(01) 1.9%	(26) 50%	(07) 13.5%	(16) 30.8%	(02) 3.8%	3.15	1.017
	Students	(22) 23.9%	(19) 20.7%	(30) 32.6%	(18) 19.6%	(03) 3.3%	3.42	1.151
Learners compete for high marks in class	Teachers:	(02) 3.8%	(22) 42.3%	(08) 15.4%	(19) 36.5%	(01) 1.9%	3.10	1.015
	Students:	(59) 64.1%	(22) 23.9%	(05) 5.4%	(04) 4.3%	(02) 2.2%	4.47	1.010
Most students pass District Mock Exams.	Teachers:	(01) 1.9%	(06) 11.6%	(07) 13.5%	(34) 65.4%	(04) 7.7%	2.35	0.868
	Students:	(45) 48.9%	(27) 29.3%	(14) 15.2%	(02) 2.2%	(04) 4.3%	4.18	1.050
Aggregate mean and Standard Deviation (Teachers)							3.26	0.965
Aggregate mean and Standard Deviation (Students)							4.205	0.953

Legend: (SDA)Strongly Disagree (1.00 - 1.79)-Very low; (DA) Disagree (1.80 - 2.59)-Low; (NS) Not Sure (2.60 - 3.39) - Moderate; (A) Agree (3.40 - 4.19)- High; (SA)Strongly Agree (4.20 - 5.00)- Very high.

The results from Table 22 show that, the majority of teachers agreed that children attended lessons regularly as indicated by 65.3% of the responses (mean=3.45; S.D=1.093).Also, the

majority(91.3%) of the students were in agreement with the view of their teachers as indicated by a high mean value of 4.67, and a low standard deviation of 0.595, indicating convergence of opinion among the students. Attendance of lessons regularly implies that the students are actively engaged in the learning process, and have a better chance of performing well academically. In addition, to regular attendance, the students participated actively in class as evidenced by 75% of the teachers and the teachers rated participation in class highly (mean 3.67; S.D= 0.879). A similar view was held by most of the students who constituted 92.3% which corresponds to a very high mean of 4.63, and a Standard Deviation of 0.74 from the mean, indicating a consensus.

The results from Table (22) also indicate that the majority of the students did class tests as reflected by a large proportion of teachers (86.5%) and a high mean value of 4.04 indicating a high level of agreement among the teachers, and similarly, majority of the students agreed that they did class test as shown by 64.1% of the responses corresponding to a high mean value of 3.72, and a standard deviation of 1.243 from the mean depicting a variation of opinion among the students.

When the teachers were asked whether the majority of the students performed well in assignments, 42.3% of the teachers agreed (mean=3.04) compared to an equal percentage of 42.3% who disagreed as indicated by a standard deviation value of 1.407 from the mean. An equal percentage of agreement and disagreement means that the good performance of students in assignments was still debatable among the teachers. However, students had a spirit of competition as shown by 46.1% of them compared to 38.4% who disagreed (mean=3.1; S.D= 1.015).

Finally, the majority of teachers disagreed that most students passed well in the District Mocks Exams as indicated by 73.1% of the responses (mean 2.35; S. D= 0.868) although the response

of the students showed that they passed well the District Mock Exams as indicated by 78.2% (mean= 4.18; S.D = 1.05). Based on the professional opinions of the teachers, we can conclude that the students in public secondary schools in Terego District do not do well in mock exams.

In summary, according to the findings from the teachers, the academic performance of students in Public Secondary Schools in Terego District was moderate (aggregate mean of teachers= 3.26 S.D= 0.965).

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This research examined the effect of parental involvement on students' academic performance in Public Secondary Schools in Terego District in Uganda. In this chapter, the researcher presents the summary of the major findings, a discussion of the results, conclusions, and recommendations in line with the objectives of the study.

5.2 Summary of Major Findings

5.2.1 Influence of parental financial support on Students' academic performance

The findings of this study showed that parental financial support influenced the academic performance of students by 2.6% ($R^2 = 0.026$) in terms of timely payment of school fees, provision of scholastic materials, provision of school uniforms, payment of money for seminars and tours and provision of food for the students. The ANOVA results (Table 13), show $p(0.054) < 0.05$ level of significance, $F(1,141) = 3.764$. $\beta = 0.163$; $P(0.054) < 0.05$. The aggregate mean average = 3.35. moderate. this implies that parental financial support is significant. The study hypothesis that "Parental financial support has a significant influence on student's academic performance in public secondary schools in Terego District" was

ACCEPTED

5.2.2 Effect of Parental Communication on Students' Academic Performance

The findings show that parental communication affects students' academic performance by 5.7% ($R^2 = 0.057$), in terms of attendance conferences at the school, class, and PTA meetings, discussion of term results with teachers, sending of circulars, and making phone calls. The

ANOVA results (Table 17) show $F(1,141)=8.544$, $P(0.004) < 0.05$ which implies that parental communication significantly influenced the academic performance of students. The study hypothesis that:

“Parental communication has a significant influence on students' academic performance in public secondary schools in Terego District” was **ACCEPTED**

5.2.3 Influence of parental involvement on students' learning at home and academic performance

The outcome of this study indicates that parental involvement in students' learning at home influenced academic performance by 2.7% ($R^2 = 0.027$), in the form of parents' guiding children at home, providing a conducive learning environment, checking children's homework, discussing of school activities with the children, helping children to read at home, supervision of preps, and Parents purchase of home learning materials. Anova in Table 21, results indicated $F(1, 141) = 3.96$, $p = 0.049$, $P(0.049) < 0.05$) implying a significant influence of parental involvement in students' learning at home on the academic performance of the students

The influence of the involvement of parents in learner reading at home on academic achievement in government-aided schools in Terego District was a moderate aggregate mean 3. 301. The study hypothesis that: “Parental involvement in students' learning at home significantly influences learners' results in government schools in Terego District” was **ACCEPTED**

5.3 Discussion of the Findings

This part presents the structure of the discussion of the results in line with the aims of the study. Here, the researcher considered the important results that emerged from the research.

5.3.1 Parental financial support and students' academic performance

The research aimed to assess the influence of parental financial support on learners' achievement in government-aided schools in Terego District. The findings indicate that parental financial support influenced the academic performance of students by 2.6% ($R^2 = 0.026$) in terms of timely payment of school fees, provision of scholastic materials, provision of school uniforms, payment of money for seminars and tours, and provision of food for the students. The findings agree with previous research done by Rasool and Zhang, (2020) who did research in Bangladesh on parents' views on learners' performance in school, and revealed that, for pupils, mastering specific subjects like science and math is difficult. Parents must contribute financially to private tutoring or training at home to get proper explanations of complex ideas. But for financially stable parents, this might be a good option because academic performance declines when extracurricular activities or tuition are not available.

The finding was further supported by Odoh et al. (2017), who concurred that parents cater for the upbringing of their kids and family income is one major factor that affects kids' participation and performance in school. This suggests that the income of the families affects the teaching and learning of learners, as inadequate parental income incapacitates the parents to meet the basic requirements of children's education both at school and in the families.

The ANOVA results (Table 13), show $p\text{-value} = 0.054 > 0.05$ level of significance, this implies that parental financial support is significant. The study supported the hypothesis that: "Parental financial support has a significant influence on students' academic results in government-aided secondary schools in Terego District ($F(1,141) = 3.764$. $\beta = 0.163$; $P(0.054) > 0.05$). The findings align with the previous study by Jerald et al. (2020) in Mandaue City in the Philippines.

Their study demonstrated a strong correlation between parental financial support and students' ambition to learn, namely, that pupils are more motivated when they are given financial support from their parents.

Muhammad Shahzad et al. (2020), agree with the above results that there is a link between parental financial support and learners' academic achievement, according to research on the impact of parental financial support on academic performance among secondary school students in Islamabad. The study found that students with more supportive parents performed better academically and were more involved in academic activities than students with less supportive parents. This may be because encouraging parents frequently have high expectations for their kids' academic performance. These expectations can motivate students to strive for academic excellence, work harder, and set ambitious goals.

The study outcome was also supplemented by Tuli et al. (2018), in a qualitative study in India which indicated that the education of a child needs multidimensional efforts including parents who have an importance in the process of learning and it is widely acknowledged that children of educated, high-income parents are more self-assured, resourceful, and experienced than children of uneducated, low-income parents. A study conducted by Machebe et al. (2017), in Japan provided comparable support for the findings by demonstrating that students from financially stable parents tend to perform better academically.

Furthermore, Adzido et al. (2016), agree with the above findings after conducting a study in Ghana and found that no education is ever cheap; and low family income lowers students' academic achievement. Additionally, Anetor (2021), conducted a similar study to examine the impact of parents' socioeconomic status on students' academic performance in the River states of Nigeria. The findings of this study supported those of the previous one when it was revealed that

high income enables parents to give their children the benefits of what that money can buy as high-income parents provide their children with household equipment like educational videos, textbooks, and good schools which can equip them for the future. This study found that many students from low-income homes are barred from school, expelled, or prohibited from participating in particular activities because their families cannot afford to buy the necessary supplies or equipment.

Although the study considered both students from high-income and low-income homes to be at a disadvantage, there are known cases where children from poor homes excel compared to those whose parents are wealthy.

A study on family background as a predictor of students' academic success in science subjects among high school students in Nigeria was conducted by (Ohanyelu Charles, 2022). The findings indicated that, compared to students whose parents had lower levels of education and money, students whose parents had greater education and income encouraged their children in science disciplines.

Similar research was conducted in Tanzania by Oganga (2017), who found that many kids from low socioeconomic households respond poorly to classroom instruction since they have not been exposed to the same resources at home. The study also discovered that some students struggle in school and may eventually drop out if their home environment is not intellectually stimulating due to poverty. A similar finding which supports the results of this study was shown by Flores-Mendoza et al. (2021), in a study on the impact of socioeconomic status on academic performance conducted in Tororo District in Uganda which agreed with the assumption that the students and parents' socioeconomic status influenced the academic performance of the learners.

5.3.2 Parental Communication and Student's Academic Performance

In examining the effect of parental communication on students' academic performance in public secondary schools in Terego District. The findings showed that parental communication affects students' academic performance by 5.7% ($R^2= 0.057$), in terms of attendance of conferences at the school, class, and PTA meetings, discussion of term results with teachers, sending of circulars, and making phone calls. The results align with a study by Pillet-Shore (2016), in the UK, which found that parent-teacher communication starts at the beginning of a school year and continues until pupils move on to the following grade. Introductions will be made between teachers and parents, and they will gradually build a rapport based on their shared experiences with the student. Parent-teacher conferences and times of student drop-off and pick-up are common venues for in-person communication between parents and teachers. Parents can also get in touch with teachers by phone or email. This suggests that teachers can convey information about a student's accomplishments and outstanding work with parents through regular communication, which improves academic success. The outcome was supported by Jensen and Minke (2017), who said that parents who reported more conferencing between home and school and better levels of self-efficacy were more likely to be in harmonious relationships. This helps them follow the progress of their children and give more support where necessary.

However, it is worth noting that, parent-teacher communication differs for different teachers and parents, this can occur where some relationships may be more difficult to establish than others, a view supported by (Fudge, 2020). Whereas the argument is probably, it should be noted that several communication strategies such as WhatsApp use, text messages, and conferences are often overlooked yet can help teachers and parents increase engagement in various academic situations of the learners. This will likely inspire communication on both sides of the parents and

the teachers and is in line with, Waterfold's (2018) study at Winona State University in the USA, who categorized parent-teacher communication in two ways: one-way communication where there is no feedback from the receiver and the two-way communication that has feedback. This suggests that to promote teacher-parent interaction in the classroom, efforts should be made to involve parents in a two-way communication system. For example, administrators should call the parents and work with them to develop an improvement plan rather than sending students home with a failing grade slip. Indeed, the closer they become and the more effectively they communicate, the more the school officials personally connect with parents.

Further results of the study showed $F(1,141) = 8.544$, $P(0.004) < 0.05$ (ANOVA, Table 17). This indicates that parental communication significantly influences the academic performance of students. The hypothesis of the study was supported and it was concluded that parental communication has a significant influence on student's academic performance in public secondary schools in Terego District. The findings of a study conducted in Kenya by Kaptich et al. (2019), on the impact of parent-teacher communication on students' academic performance revealed a positive and significant relationship between parent-teacher communication and academic performance, contributing to the child's academic success.

The findings of this study concur with Annisia (2015), who contends that schools succeed when a strong and good relationship has been forged between pupils, parents, teachers, and the community through efficient communication. However, it should be mentioned that the growth of trust between parents and teachers also forms the foundation of a solid relationship between schools and families.

5.3.3 Parental involvement in students' learning at home and academic performance

In this study, we assessed the influence of parental involvement in students' learning at home on academic performance in public secondary schools in Terego District. The outcome of the study indicates that parental involvement in students' learning at home influenced academic performance by 2.7% ($R^2 = 0.027$), in the form of parents guiding children at home, providing a conducive learning environment, and supervising assignments. The finding is in line with the study of Chen et al. (2021), in Australia who opined that parental involvement in students learning at home, which they referred to as home-based parental involvement, encompasses the provision of necessary support and creation of conducive home environment to revise at home, what has been learned at school. This suggests that family socioeconomic position, language background, and home and community-based parent involvement activities are closely linked to the learners' academic achievement at the end of a particular education cycle. The results of this study concur with those of Ma et al. (2016), who also found that student learning occurs outside the classroom in the contexts of families and communities. This postulates the importance of the engagement of parents in the education achievement of learners, which is a finding that agrees with the results of this research.

The findings showed that parents check children's homework, which is in line with the view of You et al. (2016), which confirmed that parental involvement increases students' homework rates, and improves language skills. This shows that the more the parents participate and supervise the children the higher their academic achievement and in turn improve their academic achievement. Ates (2021), observed that home-based parental involvement reduces students' absenteeism. Furthermore, parental involvement in students' learning at home can boost their ability to support their children in doing their homework and creating a homework routine

(Benner et al., 2016). However, parents effectively guide their children in homework when they are educated or have received basic education or their level of income can permit them to hire teachers to teach kids at home.

This study further found that parents discuss school activities with the children, help children read at home, supervise preps, and purchase learning materials. The influence of parental involvement in students' learning at home on academic performance in public secondary schools in Terego District was moderate with an aggregate mean of 3.301. The study found that Parental involvement in students' learning at home significantly influences the academic performance of students in public secondary schools in Terego District [(P0.049) < 0.05]).

The results of this research agreed with those of Ma et al. (2016), who established that student learning occurs outside the classroom, in the contexts of families and communities, and communities as a whole. This emphasizes the significance of parental participation in children's achievement in learning. As demonstrated by (Ssenkasi and Hassan, 2021) in a study on the achievement of learners at Ryakasinga Centre for Higher Education in Sheema District in Uganda, where academic performance was significantly impacted by parental involvement in the academic affairs of the students at home. The involvement of parents in students' learning involves strategies related to parents' engagement in educational activities at home.

5.4 Conclusion

The following conclusions were made in the order of the objectives of the study:

5.4. Influence of parental financial support on students' academic performance

Regarding the Influence of parental financial support on students' academic performance in public secondary schools in Terego District, it was concluded that there was a low influence of parental financial support on the academic performance of students (2.6%) in terms of timely

payment of school fees, provision of scholastic materials, provision of school uniforms, payment of money for seminars and tours and provision of food for the students. The study hypothesis that: “parental financial support has a significant influence on students’ academic performance in public secondary schools in Terego District” was **ACCEPTED**.

5.4.2 Effect of Parental Communication on Student’s Academic Performance

Concerning the effect of parental communication on students’ academic performance in public secondary schools in Terego District, it was concluded that parental communication affects students’ academic performance by 5.7% in terms of attendance of conferences at the school, class, and PTA meetings, discussion of term results with teachers, sending of circulars and making phone calls. The study hypothesis that; “parental communication significantly influenced the academic performance of students.” was **ACCEPTED**

5.4.3 Influence of Parental involvement on Students’ Learning at home and academic performance

Regarding the influence of parental financial support on students’ academic performance in Public Secondary Schools in Terego District, this study concluded that the influence of parental involvement on students’ learning at home was low (2.7%) in the form of parents’ guiding children at home, providing conducive learning environment, checking children’s homework, discussing school activities with the children, helping children to read at home, supervising preps, and parents purchasing home learning materials. The study hypothesis that: “Parental involvement in students’ learning at home significantly influences the academic performance of students in public secondary schools in Terego District” was **ACCEPTED**

5.5 Recommendations

In line with the findings of this study, the following were recommended by the researcher:

5.5.1 Parental financial support and students' academic performance

The study recommended that school administration organize financial literacy workshops for parents to enhance their financial literacy and understand effective ways to allocate resources to educate their children.

School administration needs to sensitize parents about their responsibilities regarding the kids' learning process.

School administrators need to establish clear channels of communication between parents and the school to discuss financial support options, available resources, and personal income-generating projects.

5.5.2 Parental Communication and Student's Academic Performance

The study recommended that school administration should send regular newsletters to parents that highlight school events, academic updates, and important dates.

Schools should utilize digital platforms such as emails, school websites, and WhatsApp and engage parent representatives to help bridge communication gaps to provide timely updates and information.

5.5.3 Parental involvement in students' learning at home and academic performance

The study recommends the school authority sensitize families to set up a conducive room for studies at home.

Parents should form and encourage learning groups with neighbors' children's schools, and school administration should open communication channels to keep parents informed about curriculum and assignments.

5.6 Limitations of the Study

The setbacks encountered by the schools in Terego District may be exclusive to all other schools.

Therefore, generalization of the findings may not be easy.

Secondly, this research did not consider the extraneous variables that would also either directly or indirectly impact the engagement of parents in the education of their children.

5.7 Areas for Further Research

Similar investigations are to be done in other government-aided schools across West Nile Region.

A purely qualitative study can be done for more detailed information.

A study can also be done regarding the effect of parenting on children's achievement.

More research can also be done in the same area in private secondary schools in Terego District.

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APPENDICES

APPENDIX I

KREJCIE AND MORGAN'S TABLE TO DETERMINE SAMPLE SIZE.

Sample size (S) required for the given population size (N)

Table showing 6Krejcie and Morgan's table to determine sample size.

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	256	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

Note: From R.V Krejcie and D.W. Morgan (1970), determining the sample size for researchactivities, educational and psychological measurements.

APPENDIX II

QUESTIONNAIRE FOR TEACHERS

I am **Ayikoru Rehema** Muni University carrying out a study on: *'Parental Involvement in Education and Students Performance in Public Secondary Schools in Terego District.'* I am therefore requesting you to willingly participate in the study by answering the questions in this tool. The response you give in this study will be used for academic purposes only and confidential it will be observed. You are urged not to identify yourself by name in this tool. The findings and recommendations will benefit parents, teachers, students, and other education stakeholders.

Thank you for your time.

SECTION A. Demographic Information

Instruction: Respond to this section by ticking in the box that corresponds to your answer.

a. Identify your sex

1. Male 2. Female

b. What is your age?

1. 20-29 years 2. 30-39 years 3. 40- 49 years 4. Above 49 years

c. What is your experience in teaching?

1. Less than 5 years -10 years 3. 5years 4. -20) years

5. 21 years and above

SECTION B: PARENTAL INVOLVEMENT

Instruction: Please tick in the box whether you strongly Agree (SA)-5; Agree (A)-4; Not Sure (NS)-3; Disagree (DA)-2 and Strongly Disagree (SDA)-1, with the statements.

B1: Financial Support	SA	A	NS	DA	SDA1
	5	4	3	2	
1. In my school parents pay school fees timely					
2. In my school parents provide scholastic materials to the children throughout the term					
3. All the students put on school uniforms all the time					
4. Some students sometimes miss lessons because of school fees					
5. In my school parents pay money for seminars					
6. In my school parents pay money for field tours					
7. Some students miss meals because of lack of fees					
8. Some parents fail to provide food for their children at home due to financial challenges.					
9. Some parents are allowed to pay fees in kind					
B2: Parental Communication	SA	A	NS	DA	SDA
	5	4	3	2	1
10. Parents attend conferences with teachers					
11. Our parents discuss the results of learners with teachers					
12. Parents share confidential information about children with teachers.					
13. Administration sends circulars to parents termly					
14. Parents attend class meetings with subject teachers					
15. Parents attend PTA meetings regularly					
16. The administration at times makes phone calls to parents					

17. Parents attend career days organized by the school					
18. Parents regularly attend indiscipline case meetings at school					
B3: Students learning at home	SA	A	NS	DA	SDA1
	5	4	3	2	
19. Parents prepare a learning environment at home					
20. Parents check their children's homework					
21. Parents discuss school activities with their children at home					
22. Children are helped to read at home by their parents.					
23. Children are supervised at home by their parents					
24. Parents buy home learning materials for their children					
25. Parents set rules to control children's prep at home					
26. Some of our students fail to revise at home due to inadequate food					
27. Parents guide their children in answering assignment questions					

C. Students' Academic Performance

Statement	SA	A	NS	DA	SDA
	5	4	3	2	1
28. In my school children attend lessons regularly					
29. In my school learners actively participate in class activities					
30. Majority of students do class tests					
31. Majority of the students perform well in assignments					
32. Majority of our students pass UNEB exams					
33. Learners compete for high marks in class					
34. Learners seek explanations from teachers on questions they have failed in-class tests.					
35. All our students do class assignments					
36. Most of our students pass well in District Mock exams.					

Thanks for your participation.

APPENDIX III

QUESTIONNAIRE FOR STUDENTS

I am **Ayikoru Rehema** Muni University carrying out a study on: '*Parental Involvement in Education and Students Performance in Public Secondary Schools in Terego District.*'. I am therefore requesting you to willingly participate in the study by answering the questions in this tool. The response you give in this study will be used for academic purposes only and confidentiality will be observed. You are urged not to identify yourself by name in this tool. The findings and recommendations will benefit parents, teachers, students, and other education stakeholders.

Thank you for your time.

Yours,

Ayikoru Rehema

2021/U/MED/00337

SECTION A. Demographic Information

Instruction: Respond to this section by ticking in the box that corresponds to your answer.

a. Identify your sex

1. Male 2. Female

b. What is your age?

1. 13-18 years 2. 18-25 years 3. Above 25years

SECTION B: PARENTAL INVOLVEMENT

Instruction: Please tick in the box whether you strongly Agree (SA)-5; Agree (A)-4; Not Sure (NS)-3; Disagree (DA)-2 and Strongly Disagree (SDA)-1, with the statements.

B1 Financial Support	SA	A	NS	DA	SDA
	5	4	3	2	1
1. My parents pay my fees timely					
2. My Parents provide me with scholastic materials throughout the term					
3. My parent buys for me school uniform					
5. I sometimes miss lessons because of school fees					
6. My parent pays money for seminars and field tours					
7. My parent failed to provide food for me at home due to financial challenges.					
B2: Parental Communication	SA	A	NS	DA	SDA
	5	4	3	2	1
8. My parent attends conferences with teachers at school					
9. My parents discuss my term results with my class teachers					
10. The administration termly sends circulars to my parents					
11. My Parents attend class meetings with my subject teachers					
12. My Parents attend PTA meetings regularly					
13. The administration at times makes phone calls to my parents					
14. My parent visits the school regularly					
B3: Students Learning at Home	SA	A	NS	DA	SDA

	5	4	3	2	1
15. My parent guides in answering assignment questions					
16. My parent provides a good learning area at home					
17. My Parents always check my homework					
18. My Parents discuss our school activities with me at home					
19. My Parents help me to read at home					
20. My Parents supervise my preps at home					
21. My Parents buy for me home learning materials					

C. Students' Academic Performance

Statement	SA	A	NS	DA	SDA
	5	4	3	2	1
22. I attend lessons regularly					
23. I do all class tests					
23. Majority of our students pass UNEB exams					
24. I do all the class assignments					
25. Most of our students pass well in District Mock exams					
27. Learners compete for high marks in class					
28. Learners seek explanations from teachers on questions they have failed in-class tests.					

Thanks for your cooperation

APPENDIX IV

INTERVIEW GUIDE FOR PTA EXECUTIVES

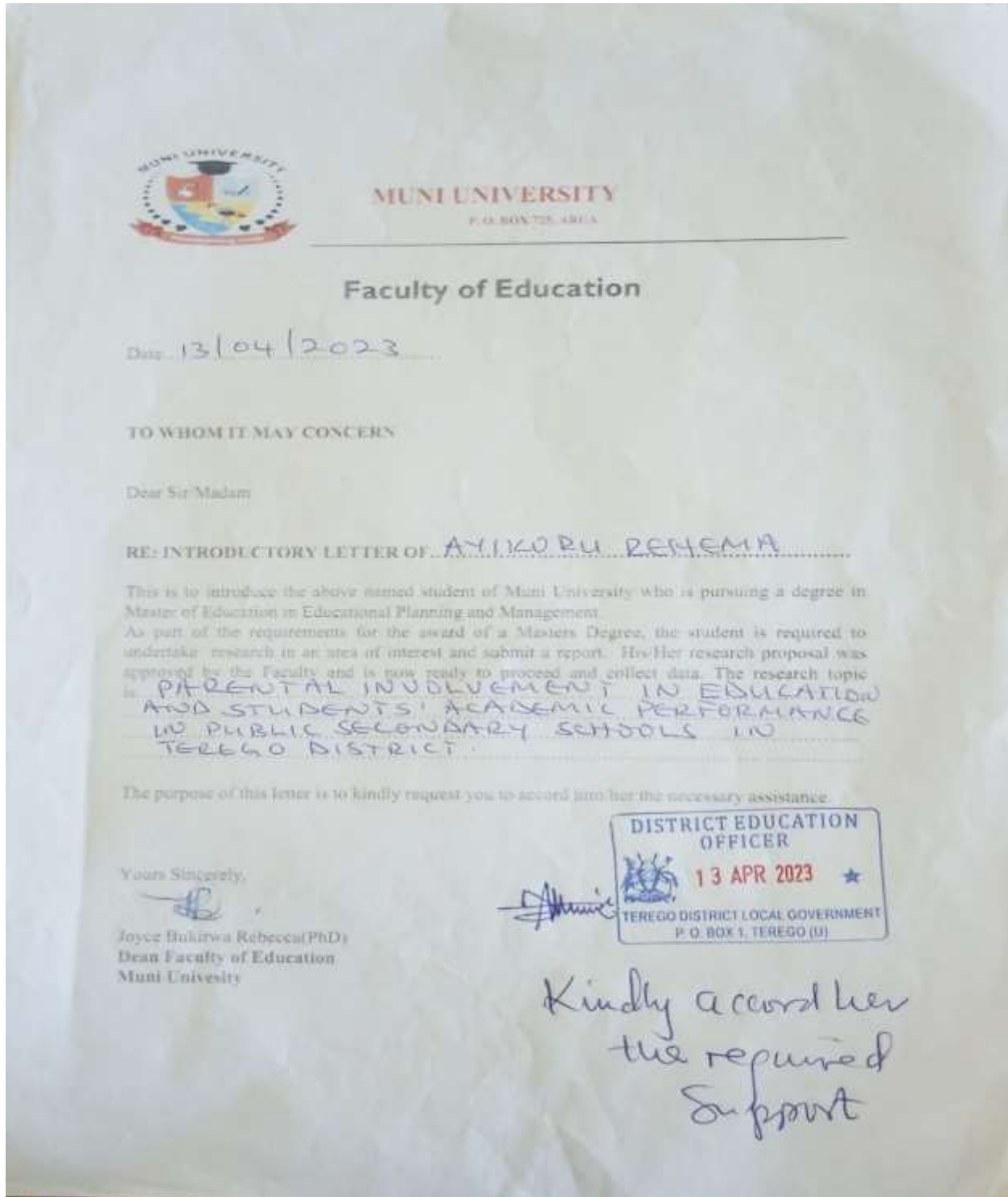
1. How do you pay fees for your child?
2. Tell me the kind of scholastic materials you provide for your children at school
3. How often do you buy school uniforms for your child?
4. What challenges do you experience in paying fees for your child?
5. How frequently do you attend school events?
6. Could you please mention some of the school events you have ever attended?
7. How do you monitor the academic progress of your child at home?
8. How do you communicate with the school administration?
9. Tell me the preparations you have ever made at home to ensure that your child revises,
what is taught at school
10. Do you have a home library? If yes, mention to me some of the books you have bought
for the child.
11. How often do you cater for the feeding of your child at home?
12. How do you encourage fellow parents to aid their children's education?

APPENDIX V

INTERVIEW GUIDE FOR HEAD TEACHERS, DEPUTY HEAD TEACHERS AND DIRECTORS OF STUDIES

1. How do the parents of your school pay school fees?
2. Are there any challenges you have realized with fee payment in the school? If any, what are they?
3. How do your parents provide learning materials to their children in your school?
4. Are the parents willing to provide uniforms for their kids in the school? If no, what reasons do they give for the delays?
5. How adequate do you provide food to the learners to support their academic activities in the school?
6. How do you communicate with the parents of the learners?
7. How do you handle indiscipline cases of learners in the school?
8. What is the response of the parents towards meetings in the school?
9. How often do parents visit their children at school?
10. Are the parents willing to discuss school activities at home?
11. In your view what do say about the provision of learning materials to learners at home?
12. What advice do you give regarding parent's involvement in their kids' learning at home?

APPENDIX VI
LETTERS OF INTRODUCTION





MUNI UNIVERSITY
P. O. BOX 724, ARUA

Faculty of Education

Date: 13/04/2023

Received: [Signature]

TO WHOM IT MAY CONCERN



Dear Sir/Madam

RE: INTRODUCTORY LETTER OF AYIKURU RENEMA

This is to introduce the above named student of Muni University who is pursuing a degree in Master of Education in Educational Planning and Management.

As part of the requirements for the award of a Masters Degree, the student is required to undertake research in an area of interest and submit a report. His/Her research proposal was approved by the Faculty and is now ready to proceed and collect data. The research topic

PARENTAL INVOLVEMENT IN EDUCATION AND STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN TEREGO DISTRICT.

The purpose of this letter is to kindly request you to accord him/her the necessary assistance.

Yours Sincerely,

[Signature]

Joyce Bukarwa Rebecca (PhD)
Dean Faculty of Education
Muni University

[Signature]



Kindly accord her the required support



MUNI UNIVERSITY
P.O. BOX 725, ARUA

Faculty of Education

Date: 13/04/2023

TO WHOM IT MAY CONCERN

Dear Sir/Madam

HEADTEACHER
ARUA SECONDARY SCHOOL
P.O. BOX 892 ARUA
Date: 14/04/2023

Received and permission granted to do the research in this school.

RE: INTRODUCTORY LETTER OF AYIKORU REBECCA.....

This is to introduce the above named student of Muni University who is pursuing a degree in Master of Education in Educational Planning and Management.

As part of the requirements for the award of a Masters Degree, the student is required to undertake research in an area of interest and submit a report. His/her research proposal was approved by the Faculty and is now ready to proceed and collect data. The research topic

is PARENTAL INVOLVEMENT IN EDUCATION AND STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN TEREGO DISTRICT.

The purpose of this letter is to kindly request you to accord him/her the necessary assistance.

Yours Sincerely,

Joyce Bukirwa Rebecca (PhD)
Dean Faculty of Education
Muni University

DISTRICT EDUCATION OFFICER
13 APR 2023
TEREGO DISTRICT LOCAL GOVERNMENT
P.O. BOX 1, TEREGO (U)

Kindly accord her the required support



MUNI UNIVERSITY
P. O. BOX 725, ARUA

Faculty of Education

Date: 13/04/2023

DEPUTY HEADTEACHER,
OWAFFA SEC. SCHOOL,
P.O. BOX 1247, ARUA
Date: 14/4/23 Sign: [Signature]

Gave out questionnaires that were completed by staff and some students.

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: INTRODUCTORY LETTER OF AYIKORU REHEMA

This is to introduce the above named student of Muni University who is pursuing a degree in Master of Education in Educational Planning and Management.

As part of the requirements for the award of a Masters Degree, the student is required to undertake research in an area of interest and submit a report. His/her research proposal was approved by the Faculty and is now ready to proceed and collect data. The research topic is

PARENTAL INVOLVEMENT IN EDUCATION AND STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN TEREGO DISTRICT.

The purpose of this letter is to kindly request you to accord him/her the necessary assistance.

Yours Sincerely,

[Signature]

Joyce Bukirwa Rebeccal(PhD)
Dean Faculty of Education
Muni University

[Signature]

DISTRICT EDUCATION OFFICER
13 APR 2023
TEREGO DISTRICT LOCAL GOVERNMENT
P. O. BOX 1, TEREGO (U)

Kindly accord her the required support



MUNI UNIVERSITY

P. O. BOX 728, ARUA

Faculty of Education

Date: 13/04/2023

Permission granted to carry out the research at Oriajin.

HEADTEACHER
ORIAJIN SECONDARY SCHOOL
16 APR 2023
P. O. BOX 572, ARUA
SIGN: [Signature]

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: INTRODUCTORY LETTER OF ATIKORU PENEMA

This is to introduce the above named student of Muni University who is pursuing a degree in Master of Education in Educational Planning and Management.

As part of the requirements for the award of a Masters Degree, the student is required to undertake research in an area of interest and submit a report. His/her research proposal was approved by the Faculty and is now ready to proceed and collect data. The research topic is PARENTAL INVOLVEMENT IN EDUCATION AND STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN TEREGO DISTRICT.

The purpose of this letter is to kindly request you to accord him/her the necessary assistance.

Yours Sincerely,

[Signature]

Joyce Bakirwa Rebecca (PhD)
Dean Faculty of Education
Muni University

[Signature]

DISTRICT EDUCATION OFFICER
13 APR 2023
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