

**PARENTAL INVOLVEMENT AND ACADEMIC PERFORMANCE
OF STUDENTS IN SEED SECONDARY SCHOOLS IN
MARACHA DISTRICT – UGANDA**

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MUNI UNIVERSITY**

FEBRUARY, 2024

DECLARATION

I, Yiki Adabo George herewith state that this dissertation is my original work for certification at Muni University and that the work of other scholars is duly recognized in referenced materials.



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Date 04/03/2024

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APPROVAL

We the undersigned, hereby acknowledge that this dissertation was done under our guidance as the student's supervisors. The work is now presented to Muni University Examinations Board for consideration of an award of Master of Education in Education Planning and Management.

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DEDICATION

This dissertation is dedicated to my dad; Mr. Adabo Silas, Mum Mrs. Omviru Sarah, my wife Mrs. Driwaru Joyce and all my children Divine Ishabel Letasi, Cordelia Blessing Opinira and Desmond Meek Munguni for their endless encouragement and tolerance in the entire period of carrying out the study. May Almighty God bless them abundantly.

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LIST OF ABBREVIATIONS

AGM:	Annual General Meeting
ETP:	Education Training Program
MoES:	Ministry of Education and Sports
SES:	Social Economic Status
TNEA:	Tamil Nadu Education Association
UBOS:	Uganda Bureau of Statistics
UCE:	Uganda Certificate of Education
UNEB:	Uganda National Examinations Board
UNSECO:	United Nations Scientific Education and Cultural Organization
PTA:	Parents Teachers Association
BOG:	Board of Governors

ABSTRACT

The study aimed to assess the relationship between parental involvement and academic performance of their children in seed secondary school in Maracha District, Uganda. Across sectional survey designed and mixed research approach of both qualitative and quantitative were adapted for the study. The study was guided by three specific objectives which included; to established the relationship between parental communication and academic performance of students in seed secondary school in maracha district, to investigate the relationship between parental responsibility and academic performance of students in seed secondary schools in maracha district and to determined the relationship between parental academic support and academic performance of students in seed secondary school in maracha district. Data was collected from 229 respondents through questionnaires with the students and interviews with Headteachers, BOG Chairpersons, and PTA Chairpersons. The results showed a high influence of parental communication on student's academic performance (aggregate mean= 2.96; S. D=1.173. The findings supported the three hypotheses ($\beta=0.930$; $p\text{-value}= 0.00 < 0.01$, $r = 0.909$; $P\text{-value} .000 < 0.01$; and $R= 0.933$; $R^2= 0.878$; $p=0.00 < 0.01$). The study concludes that, the relationship between parental involvement in communication, parental responsibility, parental academic support and academic performance of students was strong, positive and significant. It was recommended that, school administration to enhance parental communication through regular news letters, parent-teacher conferences, social media platforms, workshops and seminars, strengthen the relationship between parental responsibility and academic performance by sensitizing parents to be role models, encouraging study friendly home environment, monitoring homework, and celebrating academic achievements. Resources such as reading materials and Education Apps should be provided to parents, and parents should be involved in school activities.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

Globally scholars are concerned with the academic performance of learners and various factors have been found to account for learners' academic achievement, among others include the support given by the parents (Gonzalez et al, 2012). On this basis this study sought to establish the influence of parental involvement on students' academic performance in seed Secondary Schools in Maracha District. Involvement of parents was construed in terms of communication, parental responsibility and academic support while academic performance of students, was operationalized in form of scores in both formative and summative assessment, class attendance and participation in class.

1.2 Historical Perspective

Involvement of parents in their children's academic performance are an ancient education management phenomenon (Gwija, 2016). This is supported by the fact that earlier attempts at parental involvement in academic performance of children were elicited during the Egyptian, Greek, Hebrew and Roman civilization (Berger, 1991). For example, in the USA, there were stay-at-home mothers who served as Para-professionals to assist teachers in classes and to take physical care of the facilities unfortunately, the concept was limited to middle-class families (Gastwicki, 2017), In addition, the Head Start Project was historically, another strategy of parental involvement that was particularly for disadvantaged families of low socio-economic, cultural and ethnically diverse background (Ziggler, 1992).

In the United Kingdom, despite the interaction between school administration and parents since the formation of schools; involvement of parents underwent a paradigm shift (Cutler, 2000). In the

initial stages, the community, including parents regulated schools and so were the institution of the society that supported the same cause of amalgamation of the student (Prentice & Houston, 2005). The religious and family institutions were in full patronage of the schools and the system of education.

Between 19th and 20th Centuries, the authorities of parents began to dwindle and the management of schools at local levels diminished as state authority increased. That time marked the beginning of pull away of schools from the auspices of the community and leaving them under the educational expertise of the teachers (De Moss, 2008). All through the changes, student work became enriched in certain aspects where the parents and community members were short of knowledge. Consequently, Epstein, (2001) opined that parent was likely to undertake the role to get their children ready for school by communicating morals and ethics which helps to shape children's behaviour.

In Africa, for example, in South Africa, the role played by parent's in promoting performance of their children in academics is stipulated by South African Schools Act 3(1) (2012) which provides that parents should enroll their children to schools when the children reach seven years old. The act further requires that a parent should guarantee regular school attendance and learning by their children.

In Kenya, involvement of parents is an old occurrence. A strong connection existed between parents and schools during the primeval period when communities as well as parents provided resources for building classrooms (Bogonko, 1992). It was recent that Education Policy framework paper No. 1 of 2005, on research and training was adopted with a view to promote corporation among parents as well as teachers, and communities as a determinant of school development. While in Tanzania, parents' level of participation in school matters was very low and that can be explained by the fact

that, the building and funding of schools were well-thought-out to be government function (Noel & Sotco, 2014)., and a Secondary Education Development Program (SEDP) was launched in 2004, targeting to promote secondary education access (URT, 2009). Interestingly, the program rhymed with government undertaking to step up participation of the community in the management of schools through devolution and decentralization (ETP et al, 1995).

In Uganda, 1995 constitution, Article, 34 Sub-Section 2, entitled a child for basic education and empowered the state as well as the parents for that responsibility. This was supported by Part II, Section 5, (1996) of Uganda Children's Act which protects the child and stipulates the right of the child to education. The above articles provided grounds for the roles parent or guardian play in a child's education supported by policy guidelines, planning, roles and stakeholders' responsibilities. Reference is hereby made to UPE circular No.36 of 2007 which pronounces an inclusive undertaking for augmenting primary education quality in Uganda. The pillar 4.2 and 4.3 of these circular outlined parental roles in the provision of pupils' lunch and contributing in children's performance assessment. However, according to hyper book, and Titeca (2015), the holistic nurturing of children, among families, is a variable factor. Even so, parents are mandated to follow the education progress of the children through the P TA and BOG (MoES, 2011).

1.2.2 Theoretical Perspective

The ecological systems theory propounded by Bronwen Brenner (1979) provided a cornerstone for this study. The theory postulates that a child normally discovers self-enmeshed in ecosystems that differs from the basic home where parents are found, that is ecological system moving from the macro system to the micro system which is society and culture. The theory emphasizes the inevitable interplay of the systems and its influence upon the life of the child. This theory had been used to explain how organizations function abreast of human development. The theory proposes how child

development is influenced by ecological systems, which implies that children's development, in this case students' development take place in an environment of parents, families, schools and community as a system. This relates to the study in that the child needs to learn in an interlocking system that is mutually reinforcing. Hence, school administration needs to involve and manage parents, pupils and the community in partnership to enhance academic performance and learners together with parent's behavior and development are the joint function of the characteristics of the individuals and of the environment (Stewart, 2011).

1.2.3 Conceptual Perspective

The major concepts are parental involvement and academics performance. Involvement of parents denotes the styles of parenting and backing that are offered to children in school and at home to strengthen learning (Jaynes (2011). Roopnarine and Johnson (2005), describes the parental involvement as an essential developmental part of the normal approach to trigger learning and development. In this study, parental involvement implies meeting attendance, letter writing, mass media use and use of mobile phones, responsibility of parents in terms of school fees payment, scholastic materials' provision and uniforms and academic support provision in form of school work, accountability, home learning facilitation and volunteering at school.

The second concept is academic performance which according to Williams (2018) is defined as changes that are made by individuals to the school activities that make the individual (student or pupil) perform better, in this study, academic performance of students had been constructed to mean scores in final year, timely exams, class attendance and participation in class.

Academic support to children means supervising academic career in facilitating them in their academics, resource persons' hiring to teach the children after classes. This is supported by the laws of Uganda and Pre-primary and post – primary, Act 2008, law section 13(2) which advocates for

the responsibility of parents and guardians to involve themselves in educating their children and catering for children's welfare, observing and discipline. The concept, academic performance implies the means by which students elicit activities in various subjects of academics, and is usually measured depending upon the scores in different study subjects.

1.2.4 Contextual Perspective

The study concentrated on involvement of parents in the education of children in a rural seed Secondary School in Maracha District. Through PTA and the BOG, Education and Sports Ministry (MoES, 2008), parents have the chance to express themselves. However, in the general Annual PTA meeting contribution of parents in corporation with the school was a ground for student's good performance. Coupled with this, was the favorable environment at home for studies that boosted learning which ultimately translated into academic success for the learners. According to Shah, (2001) majority of educators thought it was hard to relate with parents and they felt that, engaging with parents was equally hard. The researcher therefore, felt that there was less parental involvement in education. Similarly, seed Secondary schools in Maracha District had less involvement of parents since most parents believe that a child at secondary level is a grown up and could take care of their education which had contributed to poor performance in the schools. This is evidenced by UNEB summary results of 2022, whereby seed Secondary Schools in Maracha District performed poorly with sixteen (16) students in first grade, eighty-six in second grade (86), ninety-eight in third grade (98), one hundred and two (102) in fourth grade and one hundred twenty-six (126) in grade nine. This clearly showed that there was poor academic performance as compared to the results in Schools in other Districts. It is upon this context that the study was based on.

1.3 Statement of the Problem

Parents are key stakeholders in the provision of education, and empowered by Uganda, 1995 constitution, Article, 34 Sub-Section 2, to take responsibility of the child's education by providing support, guidance, encouragement, ensuring their children attend school regularly, monitoring their progress, and collaborating with teachers to address any academic performance challenges. Despite those responsibilities, students' performance in Seed Secondary Schools in the District of Maracha, continued to decline. Ideally indicators of good performance are seen in better grades, high scores in both internal and external exams and high level of participation both in class and outside the classrooms especially in project work, According to Maracha District. DEOs Reports (2020), 2.8% candidates past in first grade in 2017, 1.09% in 2018, 0.58% in 2019 and 2.1% in 2020. This dropping poor performance clearly implies that the quality of education had been compromised, probably because parents seemed to neglect their responsibilities of supporting their children (UNEB Secretary, 2016). Consequently, Maracha District Authorities in conjunction with the Government of Uganda, made interventions such as providing services like building classrooms, laboratories, providing text books, equipping science laboratories and enhancing salaries of science teachers. Despite this effort made by Maracha district, the academic performance continued to decline. It is therefore feared that Maracha District would in future lack skilled man power, and there would be poor quality of life of the people, high rate of school dropout and increase rate of crime as a result of poor performance. Thus, the need to assess the relationship between parental involvement in education of their children as it has been perceived to be one of the root causes of poor performance.

1.4 Purpose of the Study

To assess the relationship between parental involvement in their children's education and academic performance of the children in Seed Secondary Schools in Maracha District.

1.5 Objectives of the Study

The following objectives guided the study:

1. To establish the relationship between parental communication and academic performance of students in Seed Secondary School in Maracha District.
2. To investigate the relationship between parental responsibility and academic performance of students in Seed Secondary School in Maracha District.
3. To determine the relationship between parental academic support and academic performance of students in Seed Secondary School in Maracha District.

1.6 Research Questions

- i. What is the relationship between parental communication and academic performance of students in Seed Secondary Schools in Maracha District?
- ii. What is the relationship between the parental responsibility and academic performance of students in Seed Secondary Schools in Maracha District?
- iii. What is the relationship between parental academic support and academic performance of students in Seed Secondary Schools in Maracha District?

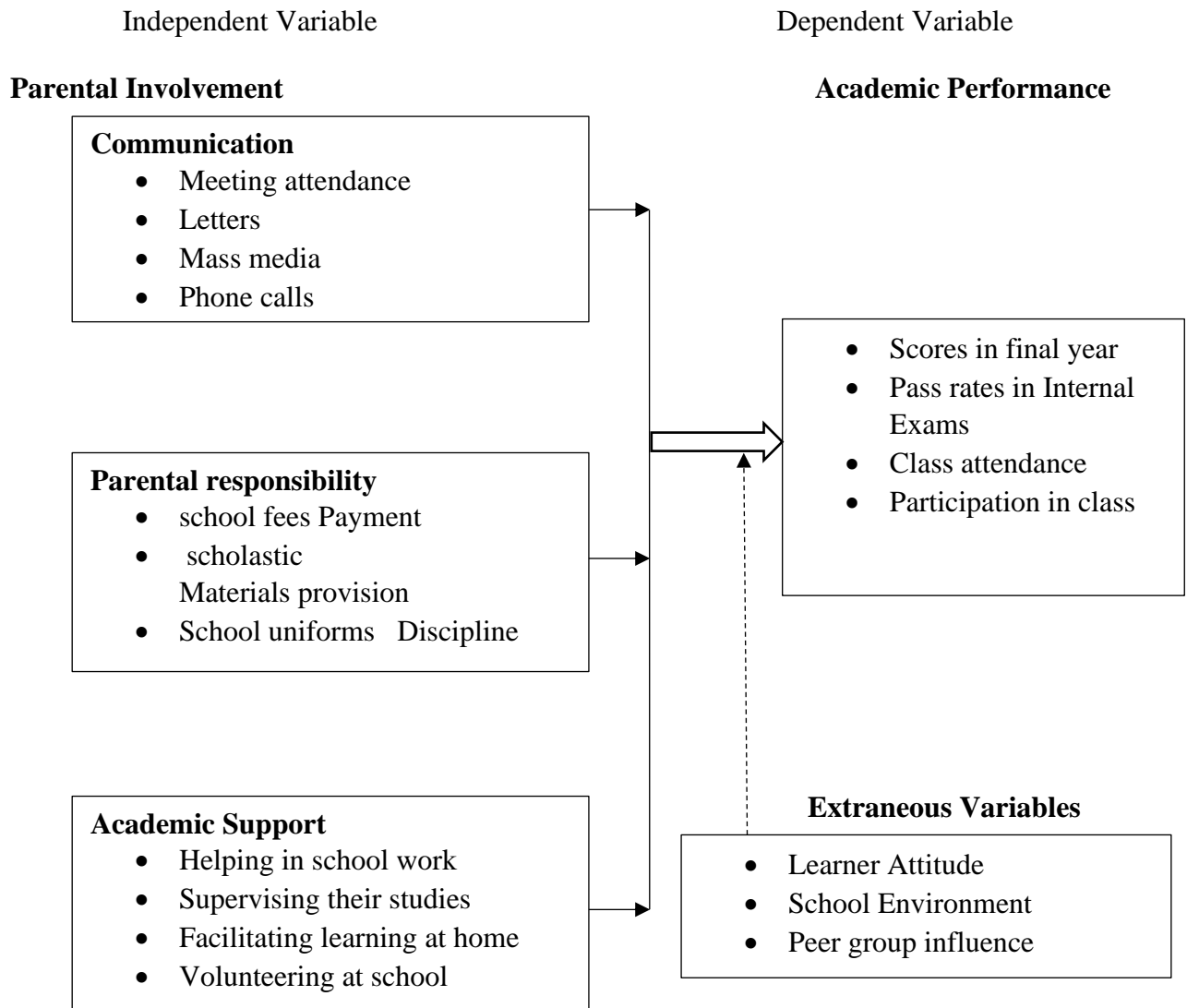
1.7 Hypotheses

- i. Parental communication has significant relationship with academic performance of students in Seed Secondary Schools in Maracha District.
- ii. There is a significant relationship between the parental responsibility and academic

Performance of students in seed Secondary School in Maracha District.

- iii. Parental academic support has significant relationship with academic performance of students in Seed Secondary Schools in Maracha District.

1.8 Figure 1. Conceptual diagram of parental involvement and academic performance:



Source: adopted from Omstein (1982),

Figure (1) illustrates how the variables: parental involvement, the extraneous variables: attitude, environment, peer group influence relate with academic performance. Parental involvement is construed

in terms of communication, parental responsibility and academic Support. While academic performance is conceptualized as students' scores in final year, timely sitting for exams, attainment of better grades, class attendance and students' participation in class. The researcher assumed that if parents play a positive involve in the academic performance children, academic performance will improve. Otherwise, the academic performance would continue to decline.

1.9 The study Significance

Parents, pupils, heads of schools and decision makers were expected to benefit from the study because they constituted major stakeholders in education. The results of the study would offer pertinent information to strategize upon better performance of learners through involvement of parents. This study would further guide policy makers and planners in the education sector on how to distribute roles to parents.

The recommendations would benefit future scholars who so wish to conduct research on education in order to establish ways of promoting learners' performance and generate inferences that may lead researchers to study other related factors such as, current policies governing education, or medium of instructions, parent level of education and community influence that may contribute to learners' teacher

1.10 The Study Justification

It was found it necessary to conduct this study because not much research has been conducted in this particular topic in the region. The few studies concentrated on performance of pre-school children (Chemagobi, 2012); impact of parental involvement on students' performance (Mutodi,2014; Chohan & Masrur Khan,2014) and involvement of parents in achievement of students (Le Brum-Martin,2011) but not looking specifically at the involvement of parents in seed

secondary schools which actually is the concern of this study. It is necessary to conduct this study because government of Uganda spent a lot of money in establishing seed secondary schools. But the impacts on ground have not been felt. Moreover, the community in Maracha District had shown concern about improvement of students' academic performance.

1.11 Scope of the Study

1.11.1 Geographical Scope,

This study was conducted in the District of Maracha. The District is surrounded by Koboko to the North, Yumbe in the North-East, and Terego to the East and Arua City to the South. Maracha Town is approximately 39 Kilometers, by road, North of Arua, with coordinates of 03 17N, 30 56E. Latitude: 3.28750; Longitude: 30.94000. and has a population of 186,134 people (UBOS, 2014) it was this because of the unsatisfactory performance of students in both formative and summative assessment in O'level. For example, the year 2020, the candidates who were registered were 742 out of whom 54 got first grade translating into 2.1% (UCE, Record 2020) that qualified the area to be selected.

1.11.2 Content Scope

This study concentrated on establishing the relationship between parental involvements in communication, investigate the relationship between parental responsibility and academic performance of students and assessing the relationship between parental academic support and academic performance of students in Seed Secondary Schools in Maracha District.

1.11.3 Time Scope

The study was based on UNEB examinations for the year 2020 to 2022. It was the period when academic results of UNEB were analyzed and results showed declined performance compared to other Districts.

1.12 Operational Definitions of Key Concepts

Parental Involvement: refers to roles played by the parents in the holistic education of their children at all costs like attending meetings, disciplining, providing scholastic materials among others.

Academic support: is construed in terms helping in school work, holding them accountable, facilitating learning at home, volunteering at school and supervising their work among others

Academic Performance: refers to the extent to which measurable academic outcomes such as scores in final year, pass rate in both summative and formative exams, better grades, and participation in class and outside classroom activities especially in project work.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter consists of the reviewed theory and major concepts, as well as the literature for the study.

2.2. Review of theory

The ecological systems theory propounded by Bronwen Brenner (1979) provided a cornerstone for this study. The theory postulates that a child normally discovers self-enmeshed in ecosystems that differs from the basic home where parents are found, that is ecological system moving from the macro system to the micro system which is society and culture. The theory emphasizes the inevitable interplay of the systems and its influence upon the life of the child. This theory had been used to explain how organizations function abreast of human development. The theory proposes how child development is influenced by ecological systems, which implies that children's development, in this case students' development take place in an environment of parents, families, schools and community as a system. This relates to the study in that the child needs to learn in an interlocking system that is mutually reinforcing. Hence, school administration needs to involve and manage parents, pupils and the community in partnership to enhance academic performance and learners together with parent's behavior and development are the joint function of the characteristics of the individuals and of the environment (Stewart, 2011).

2.3. Conceptual Review

Two main concepts emerged. The first concept is parental involvement which denotes parents or guardians engagement in educating their children in order that, their children can access school, until completion. In this study parental involvement is conceptualized in form of communication which will be measured in terms of attendance of meetings , letter writing , mass media use and use of mobile phones .Parental responsibility is construed in terms of payment of school fees , scholastic materials' provision and school uniforms and discipline maintenance while academic Support is conceived as helping in school work, holding them accountable, facilitating learning at home and volunteering at school.

Suffice it to mention that, it is also the duty of parents and guardians to educating children (, section 13 (2) of Uganda Law obliges parents and guardians to register their children at school, and provide the basic necessities for the welfare of the child to make the child learn. Thus, based on that Ugandan law. Offering economic support to children means catering for the welfare of the child. Academic support is conceptualized in terms of offering children guidance by assisting them with homework, obtaining teachers for extra lessons, this can be accomplished through parental collaboration with teachers and school administrators which helps parents to be aware of the events at school. The concept academic performance means the dedication of learners to variety of academic subjects as rated by the different scores in the respective subjects

2.4. Related Literature

2.4.1. Parental communication and academic performance

According to Alice Adhiambo, (2015), in her descriptive analytical study involving 60 respondents in Siaya County in Kenya, parents' communication difficulties' affects performance of learners in class. Although the study was done in the context of Kenya that share certain aspects of way of life

with Uganda, their findings may not apply to Ugandan situation and in particular, Maracha District because of differences in social-economic and geographical locations.

Similarly, Topor, Keane., Shelton, & Calkins (2010) conducted an assessment, by using Epstein's framework, and revealed that, parents who exhibit good skills, are the ones who care for the academics of children. However, it is worth noting that some parents who support the education of their children but covertly and it appears as if they neglect their children. This is normally seen among poor parents whose open support to their children is constraint by financial difficulties.

Furthermore, Topor et al, (2010), conducted another study based on needs assessment survey. Their findings indicated that, involvement of parents led to improved reading ability of the children. Also enhanced students' engagement in activities of school, attendance improvement, and self-esteem enhancement. Furthermore, the stepping up of involvement of the parents was reflected at 43% in the course of the implementation of the program. This confirmed the benefit of involvement of parents to the child's education performance. Although their study was done in an urban setting whose parents could be economically better than the parents in rural settings such as Parental in Maracha District, the outcome bear some relevance to the situation in Maracha District. Secondly, although their study concentrated on students' reading ability ignoring other skills, it is still within the framework of academic performance in relation to parental involvement.

In addition, Brown, Harris, Jacobson & Trotti (2014), conducted a case study among 347 students, and report a low parent attendance irrespective of administrative attempts to embrace them in the activities; moreover, engagement did not feature in the study and inadequate communication was noted between teachers and parents. This could probably be so on account of the assumption the schools might not have built effective relationships with parents which is a danger to academic

performance of the child since parent/school administration relation is health for the good of the learner and the administration.

In the same line, Martinez, (2015) conducted a similar study among 145 parents and found that, involvement of parents provided conducive environment to success in school. This implies that, the likelihood of the parent's indulgence in their children's academic pursuits depend on the belief whether they could make a difference while those parents who thought only in teachers' assistance for the success of their children tended to hesitate from involvement in school. But their study was conducted in the context of USA which is a developed country whereas the current study will be done in Africa in Uganda - a developing country. This implies that, the findings may not apply to a developing country such as Uganda because of the differences in socio-economic status of the people-particularly the parents.

Besides that, Rasool, & Zhang, (2020) did a study in South west Florida on 30 fourth grade students with highly involved families and 30 fourth grade students as control group. The results suggested that students of the experimental group significantly outperformed those in the control group. Their study concentrated upon English Language and mathematics but no other subjects which are equally important whereas this present study will consider performance in subjects in general terms.

In Uganda, parents have to participate in the development of education (Regulations, of BOG, 2008) and Section 3 (d) advocates for BOG existence in each secondary school in Uganda this discloses the significance the government of Uganda ascribes to involvement of parents in schools' management. This is corroborated by Byamugish (2012) who did a study in Kampala where he reported that some private lack efficiently Boards of Governors, while other schools lack the BOG, in support of parental involvement in communication, Omara (2020) conducted a similar study in Uganda, and

reported that, schools employed conferences, home visits, leaders of the community and Open Days of schools as strategies to nurture community partnership. However, low economic status level of education, some parents' negative attitude towards education, shortage of accountability and meetings were found to be bottle necks in promoting school, Community Corporation. While Omara (2020) study focused on School Community Partnership, in general of which the parent is a part, nevertheless it provides an insight into this study.

Furthermore, Morse, Rowen, Steinauer, Byamugisha & Kakaire (2014), study confirms that in private school in Kampala, involvement of parents in school management is not apparent except in religious founded schools. However, Morse et al, (2015) did not labour to explain what they meant by a powerful BOG probably he based on his personal perception. Similarly, some of the private secondary schools in west Nile have the Board of Governors that are not functional. However, the members to these Boards are always involved when there are critical issues to be addressed in the school such as strikes.

Indeed, the wellbeing of children is crucial, as well as their education. It is the reason why Kayindu (2017) claims that, some financially disadvantaged parents demand for assistance in educating for them the children. Unfortunately, some relatives do not help efficiently. In support, is the emphasis laid on parental role in their children education by the second Vatican Council (Synod) and parents were endorsed as being predominantly obliged for their education and the duty of conveying knowledge belongs to the family members but society's help is a requirement. According to Maroney (2020), the subsidiary principle holds that, when there is inadequacy in the struggles of parents and other establishments, the Synod should itself take over the responsibility of education. The Synod also stressed the need for education without discrimination of age, race or sex and should appropriate to an individual.

In addition, the synod also asserted that, individuals, whether young or adult reserves the opportunity to be inspired to make informed decisions and observe good moral judgments grounded in a good consciousness to put them into a sense of individual obligation, and to perfectly understand God , and in this regard, all those who are responsible for education management were demanded to make certain that the youths enjoy their right to education. The foregoing, views reflect, parents/guardian and community role in supporting the child moral uprightness.

This was further augmented by the Roman Catholic Church Canon law 793 stipulating parental duty to participate in the selection of the ways and establishments that can deliver appropriate Catholic education for the children (Roker, 2010).

In addition, canon 795 holds that, “children are to be tamed in order that they can grow up amicably with their potentials”. The summary given above emphasizes holistic, developmental, use of freedom, social, personal and life with God as four basics of education and are supported by paragraph 2 which maintains that, both stakeholders, parents as well as teachers are to collaborate in the process of educational and urges for mutual collaboration with the school administration. The joint teamwork can bring better rewards for the students. The Islamic faith also emphasizes on the responsibility of parentages to the education of children. In the course of doing that, Islam endows the mother better opportunity than that of the spouse. (46:15). In view of this, parents should promote profound sense of the creator and moral religious code. Parents out to be enormously watchful of their children lest they should go messing

2.4.2 Parental Responsibility and Academic Performance of students

Wasiak, (2019) conducted a study involving 2,000 students in Mpigi District in Uganda; the findings were that the involvement of the parents was low, and that affected the performance of

learners which was found to be low. In their study, McKinney, & Novak (2013), concluded that the income level of the family, attending full time attendance, and grant reception and completion classes in high school have effect that are significant statistically among first generation college students. But the study was done with the unit of analysis being college students who are more mature than senior secondary students who still need much parental guidance care protection and much support for continued academic performance.

Further to that, Razo, Akter, & Afrin (2018), survey study in Bangladesh, concluded that class attendance attitude, studies' allocation time, level of income of parents, the age and mother's education were major determinants of students' performance. Although these studies were done among students in university, the findings are relevant to secondary school students since education institutions have certain things in common. But also, different institutions vary administrative systems and leadership which may affect the implementation of the findings to the situation in Maracha District where the current study will be conducted.

Additionally, Scootle, Bakkaloğlu, & Demir (2020) did a similar study in Brazil, and showed that, the achievement of school and competence in the social sphere are facilitated by control of parents', support giving and the resources of the child in the home environment). While, in Slovenia, observation studies of children in a week, presented noteworthy language development competencies, illustrating that, home quality education is linked to parental help (Fekonja-Pelka, Marjanovic-Umek, & Kranjc, 2010).

In addition, Williams & Rask (2013), identified the determinants of children's literacy promotion by focusing upon the environment of the family and operating in a profound manner through the availability and application of games and play inspired by stories or poetry. The outcome exhibited

the importance of influence of home. It underscored the significance of phonemic cognizance, developed by means of often games playing and nursery rhymes, hearing which gave way to their achievement in reading. But the study was conducted through games and plays. That suggested play way method of teaching which a characteristic of pre-primary level is. Whereas this current study is for secondary school level. This raises the question of its relevance to secondary school students.

Furthermore, Gottfried (2019), in a study involving 130 children, it was discovered that children whose homes exposed them to learning opportunities were ready to embrace it. Home environment effects were found significant compared to Social Economic Status. Probably that is why, involvement of parents is indispensable. This view is supported by Klass, Needleman and Zuckerman, (2013) who asserted that various researches have assessed that the way of the communication with the parent and the child is much more crucial than the book or magazine content

A longitudinal study conducted by Eisenberg, et al, & Kupfer (2010) on children 5 to 6-years old, including 67 mothers found that preparatory measures taken by mothers during nursery years affect performance of the child in subsequent learning stages. However, that was a longitudinal study which might have suffered anomalies due to attrition of subjects whereas the present study is a cross-sectional study in which various categories of subjects are studied at the same point in time. Another study conducted Castro, et. al. (2015) involving 137 students who passed indicated that children performance and success dependent upon high expectation of the parents.

A good number of scholars concur that the parent-child interactive manner makes a large difference. For example, Minami (2008) report children of Japanese with American orientation, have varied skills of reading owing to involvement of mothers in question-child, responds-mother technique and giving feedback. According to Njogu (2010) materials for learning are school setting factors that

affect school performance in academics, implying that, the scholar advocates parental involvement as an important factor for academic performance in comparison to infrastructure. Whether that is true, calls for more research.

According to Brisson-Banks (2010), school should not entirely dominate in nurturing children as a favorable environment at home safeguards child improvement. It is only problem home product child who will experience difficulties in catching up with learning. The contrary is true. Banks view was also upheld by other scholars showed that family failure is independent upon school organization. He envisaged that, the totality in the children education should be a united front of family solidarity as a pitiful family promotes a liberal milieu at home which acts as a siphon of problems. This contention was reinforced by Carnegie whose survey of 22,000 respondents showed that. 90% of children, who performed poorly in schools, come from families living in unfavorable environment and that who had no siblings support as well as parental support. Low performance in academics was attributed neglect and abuse of the child.

2.4.3 Parental academic support and Academic Performance of students

Parental involvement affects the children's well-being as revealed by a study in Nigeria, involving two hundred and twenty students of the Public Secondary Schools. The outcome presented a significant change in the performance of students from families of single parents and those from complete parent families. This implies that, the academic performance of children from two parent families was better than those from single parent families. However, Adebisi's study considered single parent and the impact on students' performance whereas currently, the researcher's focus is on parents and guardians in general who are beneficiaries of good academic performance of students (Adebisi, 2018). According to Uwe Uganda, 2011; Uwe Uganda, (2016), reported that in places characterized by high involvement of parent-teacher interactions, and reinforcing the

morale of the children, spiritual and economic aspects, the learners incline to better performance. Nonetheless, the scholars concentrated on Primary Schools where majority of children were under the age of 13.

According to UNICEF (2015), an alternative play is an additional way by which parents can get engaged in promoting performance of their children in academics. Indeed, numerous studies show that play way method with children, especially in preliminary ages is a commonly known approach than other activities. For example, less than 86% from Uganda, 82% in Malawi, 71% in Turkmenistan, 41% in Tajikistan, in Georgia, 63% of the caregiver's report that they involve their children in a playing with them regularly (UNICEF, 2015).

The above comparison is of countries in Europe terms of accessibility of play items for the children at home. Accessibility of play items within homes is intimately associated to the monetary situations in the Country. In line with the above literature, Wasiak, (2019) and Kaynak, & Kara's (2011) revealed that 73% of the homes in Azerbaijan fabricate dolls in comparison to other countries. The current researcher wonders about the number toys for children that can be found in African families as majority of families, particularly in the rural settings are too poor to afford Toys for their children. However, the families can improvise home-made play items for the children. For instance, in Malawi, while only a small percentage of homes have store-for children play items. In Uganda, 6.5% of the homes have synthetic play items such as toys, and 14.5% of the homes have locally - made play crafts (Waska, 2019). One wonders how previous parents began supplying their children with synthetic play items. For example, studies in Senegal indicate that, majority of the children do not access toys until they reach six Months old. However, play items are suitable for nursery kids and lower primary, there are irrelevant to secondary school students. The results raise the question of

applicability to secondary school students which is one of the units of analysis in this current study (Topping, Declined, & Zeedyk, 2013).

Furthermore, kakiage, Ogun, Ogochukwu, Odori, Adekunle & Ohmage, (2022) concur that, families which are economically sound, are habitually effective in organizing their children for school. They examined that that low status of the parents' economy is defeated in course of caring for their children's education and the study concluded by showing a significant association between families' Social Economic Status and the general performance of a child in academics.

Similarly, Wasiak, (2019), low socio-economic status (SES) families have children who experience shortage of the most rudimentary materials for their education. Those children often sacrificed school for family requirements. This absence is a recipe for poor performance in academics among the learners. Indeed, common knowledge indicates that, lower placed SES families are extended and parents exhibit the inability to care for each child. This is contrary to highly SES families with generally few children and has opportunities for remedial teaching in terms of time and space. Those from low SES families may have time and space, but the parents may fail to provide conducive learning home environment.

2.5. Summary of Literature Review

literature review show that similar studies have concentrated on parental involvement in government and private secondary schools in general not public seed secondary schools in particular which is the focus of this study, and a lot of literature have been done in of other countries within Africa and outside Africa and few in Uganda. Unfortunately, none of these studies have been done in the Maracha. This creates a gap which this study tried to bridge.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter consists of a description of methodology that was employed in the study. The contents of the chapter include, the research design, study population, size of the sample, procedure of sampling, validity and reliability, data collection methods and instruments and procedure for data gathering.

3.2 Research Design

This study used a cross-sectional survey design. The justification for choice of the design it is convenience for use in study of large number of students, parents and teachers and the design allows rapid data collection (Amin.2005). The study employed mixed approach because the approach allows numerical information to be quantified while qualitative approach allows nominal data to be studied (Mugenda & Mugenda, 1999).

3.3 Study population

The study targeted 500 (S.1-S.4) students, PTA chairpersons, BOG chairpersons and head teachers are targeted because of their positions as managers, in addition, three schools offering the seven compulsory subjects were included. The students were from Kololo public Seed Secondary School, Oleba Seed Secondary school and All Saints Seed Secondary school in Maracha District. The students were selected because they are the beneficiaries of their parents' investment in terms of school fees payment.

3.4 Sample size and selection

The 500 students (DEO, Record, 2020), corresponded to a sample size of 217(Krejcie & Morgan Table, Appendix II) the population consisted of students of S.1 and S.4 from the three seed Secondary Schools. This was because they were the beneficiaries of their parents getting involved in their education, population category details, and distribution of the sample size are presented (table 3.1).

Table 3.1: Distribution of study population and sample size

Category of Respondents	Target population	Sample size	Sampling Technique	Data Collection Method	Data Collection Tools
Head teachers	03	03	Purposive	Interviews	Interview guide
BOG Chairpersons	03	03	Purposive	Interviews	Interview guide
PTA chairpersons	03	03	Purposive	Interviews	Interview guide
Students	591	225	Radom sampling	Questionnaire survey	Questionnaire
Total	600	234			

3.5 Sampling Technique and Procedure

This involved only three seed schools that were selected by using simple random sampling as well as 217 students (S.1-S.4). The choice of the simple random sampling was because, it was always quicker to use and avoids biasness by allowing equal chances of participation.

3.6 Data Collection Methods

3.6.1 Survey

A survey refers to a quantitative research method used for collecting data from a set of response.

The survey is relatively easy to administer, can be developed in less time compared to other methods

and is cost effective. In this case, self-administered were used for data collection from students. The questionnaires consisted of three sections, A, B and C. Section A contained questions on demographic characteristics of the respondents Section B had questions on involvement of parents, section C, captured responses on responsibility of parents and academic performance. Section D, questions were on academic support. The variables were measured on a Likert Scale labelled: from 1 to 5.

3.6.2 Interviews

A face-to-face interview was conducted by the researcher with the top school managers such as, Chairperson BOG, PTA chairperson and the headteacher. The justification for the choice of interview is that it allows in-depth probing for detailed information gathering and clarification of respondents' responses and allows use of open-ended questions (Lochmiller & Lester, 2017).

3.7 Instruments for Data Collection

These involved questionnaires and interview schedule as described below:

3.7.1 Questionnaires

This questionnaire was students designed in such a way that it contained questions related to the study objectives section A, Section B comprised questions on demography and involvement of parents, section C, captured responses on responsibility of the parents and Section D, was on academic support. The variable was measured on a Scale labeled: 1=Never; 2=Very rarely; 3=rarely; 4=Often and 5= Very often

3.7.2 Interview Guide

One on one interview with the headteacher, chairperson BOG and PTA chairperson of the schools were done. The use of interview guide allowed flexibility, clarification and detailed information

gathering. Additionally, a semi structured interview was used for eliciting an in- depth exploration of the study variables (Lochmiller & Lester, 2017). The questions were aligned to the objectives of the study which included: to establish the relationship between involving parental communication and academic performance of students in seed Secondary Schools in Maracha District, to investigate the relationship between parental responsibility and academic performance of seed Secondary Schools in Maracha District and to assess the relationship between parental academic support and academic performance of students in seed Secondary Schools in Maracha District.

3.8 Data Quality Control

3.8 .1 Instruments' Validity

To ensure validity, the 16 respondents were subjected to the validity test from four secondary schools in Maracha (at least four students per School) those were not included in the actual study, Thereafter, a Content Validity Index (C.V.I) was computed using the formula below.

Agreed items by all experts = 19; Total number of items = 23

$$C.V.I = \frac{\text{Agreed items by all experts or raters as suitable}}{\text{Total number of items in the questionnaire}} = \frac{17}{23} = 0.7391$$

This yielded a ratio of 0.7391 which is in line with Amin (2005) who recommends that Content Validity Index of 0.70 and above qualifies the instrument to be used for the study.

3.8.2 Reliability

To ensure reliability, the instrument was pre-tested once on 23 respondents (10% of sample size 226). The results from the pilot test were then entered into the Statistical Package for Social Scientists (Version 22.0). Cronbach's alpha coefficient was computed. The score obtained were correlated using Cronbach's coefficient (alpha). The statistical Package for social scientists (SPSS Version 25.0) output is presented in table 3.2 below:

Table 3.2: Showing Reliability Index for Study Variables

Variables	Reliability Index	Number of items
Parental communication	0.57	07
Parental responsibility	0.572	07
Parental academic support	0.578	04
Academic Performance	0.69	05
Overall Reliability	0.60275	23

Source: primary data (2023)

From Table 3.3, the overall reliability of the instrument showed Cronbach Alpha value of 0.603. This value was considered appropriate by the researcher because according to Hair *et al.* (1984) for studies of this nature, Cronbach's Alpha value of 0.60 and above is acceptable. Also, according to Cohen (2000) correlations ranging from 0.60 to 0.85 make possible group predictions that are accurate enough for most purposes. The researcher therefore proceeded to collect data using the instruments.

3.9 Procedure for Data Collection

The researcher obtained a letter of introduction from the Head of the Faculty of Education from Muni University permitting him to go to the field. The letter was relayed to convenient authorities requesting for consent. Before administration of the questionnaires, the researcher produced more than enough questionnaires for distribution. The researcher explained the information sheet to the respondents and all the participants signed the concept forms acknowledging their participation in the study.

3.10 Data Analysis

Descriptive statistics involving frequency counts, mean and standard deviation was used for objectives 1, 2, and 3. Hypotheses was tested by use of inferential statistics: involving regression

analysis for objective 1, 2 and 3, while Pearson Product Moment Correlation was used for relationship between parental communication, parental responsibility, parental academic support and academic performance of students. Qualitative data involved the use textual-content analysis.

3.11 Measurement of variables

The, opinions, views, attitudes of respondents were measured on a Scale of 5- While demographic variables that are categorical such gender, were measured on nominal scale, length of experience and gender was measured on nominal scale, length of experience and age was measured on a ratio scale since they are ratio variables.

3.12 Ethical considerations

The researcher observed the research ethics: including requesting the participants to sign consent forms.

To ensure anonymity, the researcher kept the identities of the respondents undisclosed. Confidential was ensured by keeping the responses obtained confidential and only for academic purpose.

The researcher request for ethical clearance from Muni University Administration, and also from Authorities to conduct the study there.

The researcher ensured that Covid 19 standard operational procedure observed by obtaining pocket sanitizers, ensuring that hand washing facilities are in place and soaps are available for the respondents as well each respondent will be required to wear masks

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.0 Introduction

This chapter consists of the presentation, analysis and interpretations of the results collected from the field. The first section consists of the response rate, in the second section, the demographic information is presented, the analysis and presentation of findings.

4.1 Questionnaire Return Rate

The distributed questionnaires were 225 out of which 220 were returned, and 9 interviews were scheduled which included three Head Teachers, three BOG members and three PTA Chairpersons as detailed in table 4.1

Table 4.1: Showing Questionnaire Return Rate

Category	Sample size	Response Rate	Response Percentage
Head teachers	03	03	100
BOG Chairpersons	03	03	100
PTA chairpersons	03	03	100
Students	225	220	97.86
Total	234	229	97.45

Source: Primary Data (2023)

Table 4.1 indicated that from two hundred twenty-nine (229) a response rate of $(229/234 \times 100 = 97.45\%)$, was obtained which can be relied on, because Mugenda and Mugenda (2009) reveals that 50% is adequate for the analysis while 60% is good while a 70% and above is excellent.

4.2 Respondents' Characteristics

Respondents' responses on their characteristics were presented in table 4.2

Table 4.2: Characteristics of the Students in Seed Secondary Schools in Maracha District.

Characteristics	Frequency (N=220)	Percentage
Age:		
20 years below	200	90.9
(21-29) years	15	6.8
(30-39) years	00	00
(40-49) years	04	1.8
50 above years	01	0.5
Gender:		
Female	91	41.4
Male	129	58.6
Length of duration in the school:		
(1-4) years	191	86.8
(5-9) years	13	5.9
(10-15) years	09	4.1
16 years & above	07	3.2

Source: Primary Data, (2023)

Age of Respondents

Table 4.2, indicate that 200(90.9%) of the respondents were 20 years below followed by 15(6.8%) who fell within the age (21-29) years. 1.8% of the respondents were aged (40-49) years, and the rest who were beyond 50 accounted for 0.5%. Majority response means that most of the people were youths who are believed to be active. The finding agrees with UBOS Report, (2018) that majority of the people in Uganda, including Maracha District are the youths.

Gender of Respondents

The results show that, the males constituted 58.6% compared to 41.4% females (Table 4.2). This suggests male dominance in Maracha District. The result corresponds to the Uganda Education Statistics (2011) which indicates that, majority (55.4%) of the students in Uganda are males against 44.6% female students, indicating the need for gender balance.

Duration Spent in the School

Majority of respondents (86.8%) had spent a period of (1-4) years, 5.9% of the respondents were between (5-9) years while 4.1% of the respondents had spent (10-15) years, and only 3.2% of the respondents spent more years, 16 and above. This implies that a larger proportion of the respondents spent few years,

4.3 Parental Communication and Academic Performance of Students.

Objective one aimed to establish relationship between parental communications in relation to students' performance in academics in Seed Secondary School in Maracha District. Their responses are presented in table 4.3 as follows;

Table 4.3: Parental Communication.

Statement	N	VR	R	O	VO	Mean	S. D
School engages parents for meetings	(09) 4.1%	(54) 24.5%	(71) 32.3%	(72) 32.7%	14 6.4%	3.13	0.990
The school always communicates to parents through letter writing	(80) 36.4%	(38) 17.3%	(30) 13.6%	(63) 28.6%	(09) 4.1%	2.47	1.343
Our school use mass media to communicate to parents	(59) 26.8%	(36) 16.4%	(59) 26.8%	(52) 23.6%	(14) 6.4%	2.66	1.273
Phone calls are sometimes used to invite parents for school issues.	(17) 7.7%	(39) 17.7%	(49) 22.3%	(103) 46.8%	(12) 5.5%	3.25	1.057
Parents visits children at school	(13) 5.9%	(44) 20%	(58) 26.4%	(92) 41.8%	(13) 5.9%	3.22	1.024
School administration sometimes write to parents	(29) 13.2%	(43) 19.5%	(46) 20.9%	(72) 32.7%	(30) 13.6%	3.14	1.258
School administration providing sensitization services to parents and students	(43) 19.5%	(43) 19.5%	(62) 28.2%	(47) 21.4%	(25) 11.9%	2.85	1.277

Aggregate mean and Standard deviation 2.96 1.173

Key: N= Never; VR=Very rarely; R=Rarely; O = often; VO=Very often; SD = Standard Dev.

Legend: 1.00 – 1.59 -Very Low, 1.60- 2.19 - Low, 2.20-2.75- Moderate, 2.80-3.39-High and 3.40 – 4.00-Very High

Table 4.3, results indicate that the schools engaged parents very rarely as shown by 37.1% of the respondents. The higher mean value of 3.11 suggest consensus of opinion among the respondents and a low standard deviation (0.943) indicating less variation of opinion among the respondents. Majority response implies infrequent parental involvement.

When respondents were asked whether the school always communicated to the parents through letter writing, majority 80 (36.4%) disagreed (mean= 2.47; SD=1.343), compared to 09 (4.1%) who supported that, communication to the parents through letter writing was done very often. Majority response implies that communication to the, parents was not necessary yet parents' role is crucial in child's education and overall progress, and influencing academic performance.

In addition, 59% of the respondents revealed that, they never or rarely used mass media to communicate to parents (Mean= 2.66; S. D= 1.273), This indicates ineffective parental engagement through the mass medium. However, the school sometimes used phone calls often to communicate with parents for school issues as indicated by the 46.8% of the respondents (Mean= 3.25; S. D= 1.057) and parents visited their children at the school often as shown by 41.8% majority response (Mean=3.22; S. D= and S. D= 1.024). Majority response means parental concern and involvement in the education of their children

The results show that School administration sometimes write to parents as evidenced by 32.7% of the respondents (mean value= 3.14; S. D= 1.258). But unfortunately, the school's administration rarely provided sensitization services of parents and students as shown by 28.2% (mean= 2.85; S. D= 1.277)

Table 4.4: Correlation Matrix

	Academic Performance
Parental Communication Pearson Correlation	.943 ^a **
Sig. (2-tailed)	.000
N	220

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4.4 show a strong significant positive correlation of parental communication with academic performance of students in Seed Secondary Schools in Maracha District ($r = 0.943$; P- value $.000 < 0.01$ level of significant). This means that, as parents increase their communication with the children and the school administration, their children's' academic performance also improves.

The strength of the relationship is: $r = 0.943$; therefore, $r^2 = 0.943 \times 0.943 = 0.889249 \times 100 = 88.9249\%$. This implies that, parental communication contributes to performance of students in academics at seed schools in Maracha District, by a greater percentage 88.9%. The remaining 11.1% is probably contributed by other factors not explored in this study.

4.4 Parental Responsibility and Academic Performance

The second objective was to investigate the relationship between parental responsibility and academic performance of students in Seed Secondary School in Maracha District. Respondents' responses are provided in table 4.5

Table 4.5: Responses on Responsibility and Academic Performance of Students

Statement	N	VR	V	O	VO	Mean	S. D
Parents paying School fees of their children regularly	(10) 4.5%	(34) 15.5%	(28) 12.7%	(92) 41.8%	(56) 25.5%	3.68	1.146
Parents provide of Scholastic materials to children through the academic year	(10) 4.5%	(25) 11.4%	(24) 10.9%	(94) 42.7%	(67) 30.7%	3.83	1.120
Parents buy school uniforms for their children.	(19) 8.6%	(14) 6.4%	(28) 12.7%	(83) 37.7%	(76) 34.5%	3.83	1.218
Parents are normally involved in disciplining their children.	(19) 8.6%	(23) 10.5%	(35) 15.9%	(83) 37.7%	(60) 27.3%	3.65	1.228
Parents attend guidance and counseling sessions on academic matters. Of their children	(33) 15%	(43) 19.5%	(25) 11.4%	(88) 40%	(31) 14.1%	3.19	1.316
Parents engage in general school cleaning days for good hygiene and sanitation.	(155) 70.5%	(24) 10.9%	(11) 5%	(18) 8.2%	(12) 5.5%	1.67	1.213
The Parents have been supporting balanced diet and regular feeding for their children	(106) 48.2%	(18) 8.2%	(24) 10.9%	(50) 22.7%	(22) 10%	2.38	1.505
Aggregate mean and Standard deviation						3.172	1.249

Key: N= Never; VR=Very rarely; R=Rarely; O = often; VO=Very often; SD = Standard Dev.
Legend: 1.00 – 1.59 -Very Low, 1.60- 2.19 - Low, 2.20-2.75- Moderate, 2.80-3.39-High and 3.40 – 4.00-Very High
Source Field Data (2023)

Table 4.5, indicate that, 92 (41.8%) of the respondents believed in the parents paying School fees of their children regularly. Regular payment of school fees was rated high by the respondents (mean= 3.68; S. D =1.146 from the mean). Majority response means that, parents were committed to educating their children.

The above response was supported by 94(42.7%) of the respondents who indicated that, Parents often provided scholastic materials to their children through the academic year. Provision of scholastic materials was rated high (3.83; S.D = 1.120 from the mean). Additionally, parents often bought school uniforms for their children.as evidenced by majority of respondents 83(37.7%) and mean= 3.65; standard deviation of 1.228 from the mean.

Furthermore, table 4.3 results indicate that, parents were often involved in disciplining their children as revealed by 83(37.7%) of the respondents and a higher mean value of 3.65 showing consensus among the respondents with a deviation of 1.228 from the mean. More so, the parents often attended guidance and counseling sessions on academic matters of their children as reflected by majority respondents 88(40%) and indicated by a higher mean value (M= 3.19; S. D=1.316). The response was confirmed by one of the Head teachers who explained that:

“My roles as head teacher to parents include fostering open communication, providing updates on child progress and behavior, involving parents in school activities, organizing conferences to discuss academic issues, and providing updates.”(interview on 20/ 4/2023)

However, the parents never engaged themselves in general school cleaning days for good hygiene and sanitation as per majority response 155 (70.5%). Parental involvement in general school cleaning was rated very low by the respondents (mean= 1.67; standard deviation= 1.213). Also, the parents never supported balanced diet and regular feeding for their children (48.2%; Mean= 2.38; S. D=1.505).

In Summary, the level of parental responsibility in Seed Secondary School in Maracha District was high (aggregate mean of 3.17: S. D= 1.25)

In order to determine the relationship between parental responsibility and academic performance of students in Seed Secondary School in Maracha District, Pearson’s Product moment Correlation was used. The SPSS (Version 21.0), output is presented in table 4.6 that follows:

Table 4.6: Correlations between Parental Responsibility and Academic Performance of Students in Seed Secondary School in Maracha District

		Academic Performance
Parental Responsibility	Pearson Correlation	.909**
	Sig. (2-tailed)	.000
	N	220

** . Correlation is significant at the 0.01 level (2-tailed).

Source field Data, (2023)

Table 4.6 above show a very strong significant positive correlation of parental responsibility and academic performance of students at Seed Schools in Maracha District ($r = 0.909$; P- value $.000 < 0.01$ level of significant). This means that, as parents became more responsible of the education of their children's; performance in academics improved.

The strength of the relationship: $r^2 = 0.909 \times 0.909 = 0.826281 \times 100 = 82.6281\%$. This implies that, parents' responsibility contributed greater percentage 82.6261% to academic performance of students the remaining 17.3719% was probably contributed by other factors such as student factors, school-based factors, and government policy. This outcome was supported by one of the head teachers who pointed out that:

“The relationship is crucial for the child’s education; it typically involves communication, collaboration, and mutual support to ensure the best possible learning experience for the child.”

This implies that the linkage between parental responsibility and academic performance of students exists and can be strengthened through mutual support, and encouragement.

4.5 Parental Academic Support and Academic Performance of Students

Objective three intended to assess relationship between parental academic support and students' performance in academics in Seed Secondary School in Maracha District. The responses are presented below (table 4.7):

Table 4.7: Respondents Responses Regarding Parental Academic

Statements	N	VR	R	O	VO	Mean	S. D
The participation of parents in supporting their children in School works has been highly recognized	(54) 24.5%	(40) 18.2%	(36) 16.4%	(59) 26.8%	(31) 14.1%	2.88	1.410
Parents feel accountable for their children's academics.	(26) 11.8%	(33) 15%	(41) 18.6%	(64) 29.1%	(56) 25.5%	3.41	1.330
Parents help their children with class assignments.	(114) 51.8%	(40) 18.2%	(27) 12.3%	(23) 12.3%	(17) 7.7%	2.06	1.345
Parents Provide Safe and conducive learning environment at Home for the learners.	(47) 21.4%	(33) 15%	(45) 20.5%	(63) 28.6%	(32) 14.5%	3.00	1.372
Aggregate mean and Standard deviation						2.837	1.236

Key: N= Never; VR=Very rarely; R=Rarely; O = often; VO=Very often; SD = Standard Dev.
Legend: 1.00 – 1.59 -Very Low, 1.60- 2.19 - Low, 2.20-2.75- Moderate, 2.80-3.39-High and 3.40 – 4.00-Very High

Source: Field Data, (2023)

From table 4.7, it can be seen that the participation of parents in School works has often been recognized highly as indicated by 59(26.8%) of the respondents who constituted the majority. However, participation of the parents was rated moderate by the respondents (mean= 2.88; S. D= 1.410). In addition, parents felt often accountable for their children's academics as indicated by 64(29.1%) of the respondents (mean= 3.41; S. D= 1.330 from the mean), But the parents never helped their children with class assignments.as evidenced by majority 114(51.8%) of the respondents (mean= 2.06; S. D= 1.345). This was contrary to what one of the head teachers said in a face-to-face interview:

“Yah! *Parents are involved in various ways, they can support the children by helping with homework, engaging in discussions about school topics, and encouraging positive attitude towards education and school events, conferences.*” (Interview on 4/5/2023)

The above interview response was supported by one of the BOG members who asserted that:

“*Well, we initiate parental involvement in the school by organizing parental teacher conferences, open house events, parental workshops, and strengthening communication channels,*” (interview on 4/5/2023)

The findings from the interview suggest that, despite the efforts by the head teachers and the BOG to involve the parents in helping their children with class assignments, the parents relaxed. Nevertheless, parents often provided learning environment that was safe at home for the child as indicated by majority response 63(28.6%). One of the headteacher supported the above response:

“*We see parents as stakeholders, and the school often engages with them through parental teacher conferences, progress reports and other channels to keep them informed and involved in their child’s academic journey. It is essential to maintain a positive relationship with parents so as to make a conducive learning atmosphere for the students in school and at home.*” (Interview on 19/4/2023)

The response confirms how the school administrators strive to sensitize the parents and encourage them to provide a conducive learning environment in order to improve academic performance for their children.

In order to determine the relationship between parental responsibility and academic performance of students in Seed Secondary School in Maracha District, Pearson’s Product Moment Correlation was used and SPSS Version (21.0), the output is shown as follows (4.8):

Table 4.8: Correlations Matrix

		Academic Performance
Parental support	Academic Pearson Correlation	.937.**
	Sig. (2-tailed)	.000
	N	220

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Field Data, (2023)

The results from Table 4.8 above indicate a strong positive significant correlation between parental academic support and performance in academics of seed schools at Maracha ($r = 0.937$; P-value $.000 < 0.01$ level of significant). This means that, as parents increase their academic support, their children's academic performance also increases the strength of the relationship is: $r = 0.937$; therefore, $r^2 = 0.937 \times 0.937 = 0.877969 \times 100 = 87.7969\%$. This implies that, parental academic support contributes to performance of students in academics in Seed schools in Maracha, by a greater percentage 87.8%. The remaining 12.2% is probably contributed by other factors not in the model.

4.6 Academic Performance of Learners

Opinions of the respondents regarding academic performance of learners are presented in table 4.9:

Table 4.9: Responses on Academic Performance of learners in Seed Secondary Schools in Maracha District.

Statements	N	VR	R	O	VO	Mean	S. D
Learners attend lessons regularly	(12) 5.5%	(76) 34.5%	(80) 36.4%	(21) 9.5%	(31) 14.1%	2.92	1.159
Majority of learners do class assignments timely	(08) 3.6%	(60) 27.3%	(94) 42.7%	(37) 16.8%	(21) 9.5%	2.80	1.057
Learners participate actively in class	(20) 9.1%	(74) 33.8%	(32) 14.6%	(86) 39.3%	(07) 3.2%	2.72	1.065
Majority of learners pass exams	(57) 25.9%	(15) 6.8%	(36) 16.4%	(99) 45%	(13) 5.9%	2.78	1.089
Many learners' dropout of school	(47) 21.4%	(83) 37.7%	(45) 20.5%	(30) 13.6%	(15) 6.8%	2.47	1.168
Aggregate mean and standard deviation						2.739	1.23876

Key: N= Never; VR=Very rarely; R=Rarely; O = often; VO=Very often; SD = Standard Dev.
Legend: 1.00 – 1.59 -Very Low, 1.60- 2.19 - Low, 2.20-2.75- Moderate, 2.80-3.39-High and 3.40 – 4.00-Very High

Source: Field Data (2023)

The results from table 4.9 indicate that learners attended lessons rarely as indicated by 36.4% of the respondents and very rarely and shown by 34.5% of the respondents (Mean= 2.92) and S. D=1.159, indicating variation of respondents' opinions. This implies lack of determination to attend lessons. In addition, majority of learners rarely do class assignments timely as indicated by 42.7 and very rarely as evidenced by 27.3%. The doing of assignment timely but rarely, was rated high by the learners (mean= 2.80; S.D= 1.057). That implies either lack of interest in learning or lack of concentration which might have affected students' academic performance. However, the learners participated actively in class as evidenced by 39.3% of the respondents and majority (45%) often pass exams (mean= 2.78; S.D= 1.089), the mean implying that respondents' opinions were largely varied. The passing of exams, explains why many learners very rarely dropped out of school as shown by 37.7% (Mean= 2.47; S. D= 1.168).

Therefore, performance of the students in academics in Seed Schools at Maracha, was moderate (overall average mean = 2.739 and S. D= 1.2386). This is further illustrated by histogram and a curve (Figure 4.1) that follows:

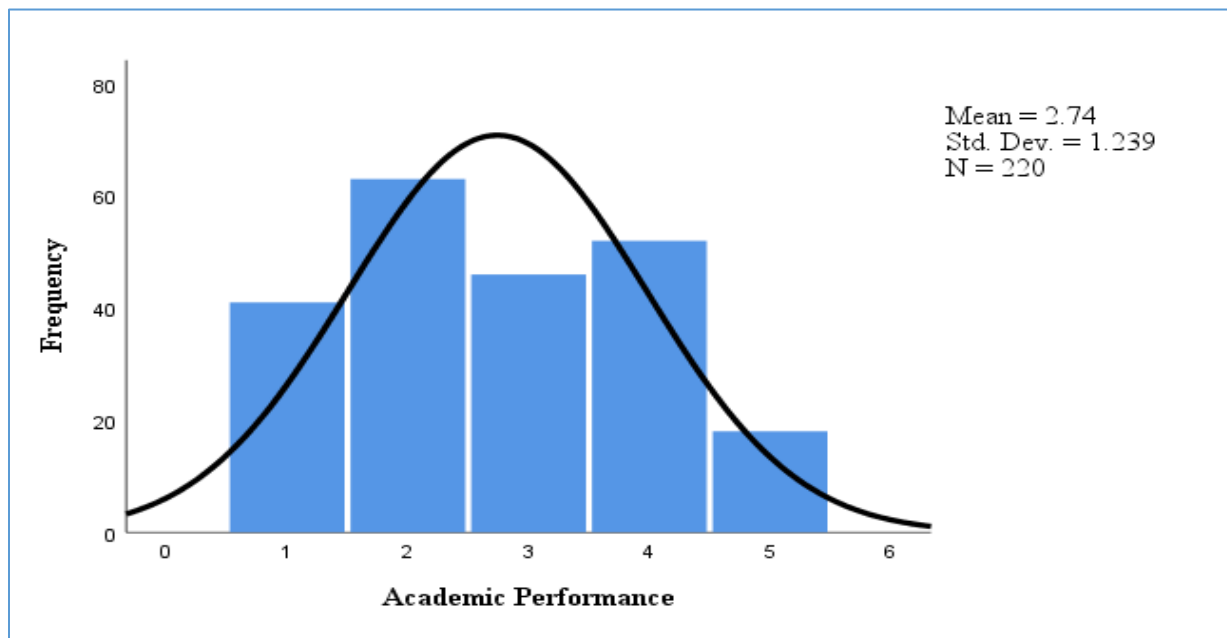


Figure 4.1: Histogram and Curve Showing Distribution of Respondents on academic performance in Maracha seed secondary schools.

Figure 4.1 shows a normal distribution curve which suggests a moderate academic performance (moderate mean of the graph = 2.74; S. D= 1.239 from the mean). This result is in agreement with the outcome result of an overall mean = 2.7396 and S. D= 1.23876(Table 4.5).

4.7 Hypothesis Testing

4.7.1 Hypothesis One.

Stated that: “involving parental communication has significant relationship with performance of students’ in Seed Schools at Maracha District, data were entered in the SPSS version 25.0 out puts are presented in table 4.10.; 4.10.1 and 4.10.2 as follows:

Table 4.10: Model Summary; parental communication and Academic performance.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.943 ^a	.889	.889	.399

Source: Field Data, (2023)

a. Predictors: (Constant), Involvement of parental communication

Table 4.10, indicate $R = 0.943$ and indicating a strong relationship, the Adjusted R-square ($R^2 = 0.889$), the model explains 88.9 % (0.889×100) of the variance in academic performance of students.

The remaining 11.1% can be explained by outside factors not considered by the study.

Table 4.10.1: (ANOVA^a) Showing significance of involvement of parental communication to Academic performance of students

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	278.741	1	278.741	1754.161	.000 ^b
	Residual	34.641	218	.159		
	Total	313.382	219			

Source: Field Data, (2023)

a. Dependent Variable: Academic Performance

b. Predictors: (Constant), Involvement of parental communication

Table 4.10.1, show ($F=175.161$; $P= 0.000 < 0.01$), which means that, involving parental communication is significant in influencing performance of students in academics at Seed Schools in Maracha.

Table 4.10.2: Coefficients of Involvement of parental communication and academic performance of students.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
1 (Constant)	.148	.071		2.093	.038
Involvement of parental communication	.930	.022	.943	41.883	.000

a. Dependent Variable: Academic Performance ($\beta=0.930$; $p\text{-value}= 0.00 < 0.01$).

The result supports the researchers’ hypothesis that:” involving parental communication had significant relationship with performance of students in academics at Seed Schools in Maracha.”

4.7.2: Hypothesis Two:

Second hypothesis statement: “There is a significant relationship between parental responsibility and academic Performance of students in seed Secondary School in Maracha District.” To test the hypothesis, the responses were coded entered in SPSS version 25.0. The output of the SPSS summary is presented in table 4.11; 4.11.1.; and 4. 11.2 below. While the output details are provided in Appendix (IV).

Table 4.11: Model Summary of Variation of Parental Responsibility with Academic Performance of Students

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.909 ^a	.826	.825	.498

a. Predictors: (Constant), Parental Responsibility

The results from Table 4.11 above indicate that, (r = 0.909) which means that parental responsibility has a strong positive correlation with academic performance of students. The strength of the correlation is 82.6 % ($R^2 = 0.826 \times 100 = 82.6\%$), which implies that parental responsibility accounted for 82.6% of performance of students in academics in seed schools in Maracha District.

Table 4.11.1: ANOVA^a Showing Significance of Parental Responsibility to Academic Performance

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	255.054	1	255.054	1027.617	.000 ^b
	Residual	53.859	217	.248		
	Total	308.913	218			

a. Dependent Variable: Academic Performance

b. Predictors: (Constant), Parental Responsibility

Table 4.11.1 shows, (F= 1027.617; p-value=0.000 < 0.01), which means the relationship between responsibility of parents and performance of students in academics at seed secondary school in Maracha District, is significant.

Table 4.11.2: Coefficients of Parental Responsibility and Academic Performance of Students

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.533	.081		6.618	.000
	Parental Responsibility	.738	.023	.909	32.056	.000

a. Dependent Variable: Academic Performance

Table 4.11.2 results indicate that the statistical findings support researcher’s hypothesis that: “There is a significant relationship between responsibility of parents and Performance of students in academics at seed Schools in Maracha.” (r = 0.909; F= 1027.617; p-value= 0.000 < 0.01)

4.7.3 Hypothesis Three

Hypothesis (H3) stated that: “Parental academic support has an effect on academic performance of students in Seed Schools in Maracha.” The SPSS version 25.0 out puts are presented in table 4.12; 4.12.1 and 4.12.2 as follows:

Table 4.12 Showing Model Summary of Variation of Academic Performance with Parental Academic Support

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.937 ^a	.878	.878	.418

a. Predictors: (Constant), parental academic support

Table 4.12, indicates R= 0.933, indicating a strong relationship and the Adjusted R squared is 0.878(87.8%) means that, academic support from the parents, explained up to 87.8% of the variations in the academic performance of students. This further means that there are other factors, which accounted for 12.2% which the study did not focus upon.

Table 4.12.1: ANOVA^a Showing Significance of Parental Academic Support to Academic

Performance

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	275.292	1	275.292	1575.560	.000 ^b
	Residual	38.090	218	.175		
	Total	313.382	219			

a. Dependent Variable: Academic Performance

b. Predictors: (Constant), parental academic support

Table 4.12.1 shows that, parental academic support, was significant statistically in affecting academics of students in seed schools in Maracha.

Table 4.12.2 Coefficients of Parental Academic Support and Academic Performance of Students

Model		Unstandardized		Standardized	t	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	.701	.062		11.322	.000
	Parental academic support	.771	.019	.937	39.693	.000

a. Dependent Variable: Academic Performance ($\beta = 0.771$; $F = 1575.560$; $p = 0.000 < 0.05$).

This implies that parental academic support had a significant positive effect (87.8%) on students' performance in academics. Therefore, the results supported the researcher's hypothesis.

In order to show the contribution of each variable (involving parental communication, parental responsibility, and parental academic support) to academic performance, a multiple regression analysis was run. The output is presented in table 4.13, below:

Table 4.13: Showing Coefficients of the Independent Variables

Model		Unstandardized		Standardized	t	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	.321	.068		4.740	.000
	Involving parental communication	.546	.063	.557	8.642	.000
	Parental Responsibility	-.015	.055	-.019	-.278	.781
	Parental Academic Support	.353	.059	.431	6.016	.000

a. Dependent Variable: Academic Performance

From The regression results, Table (4.13) means that the regression equation,

$$y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon. \text{ where;}$$

Y= Academic performance;

X_1 = Involving parental communication

$$\beta_1 = 0.546$$

$$\beta_0 = 0.321$$

X_2 = Parental Responsibility

$$\beta_2 = -0.015$$

ε = error term

X_3 = Parental Academic support

$$\beta_3 = 0.353$$

Can be written as:

$$\text{Academic performance} = 0.321 + 0.546 (\text{parental communication}) - 0.05(\text{Parental Responsibility}) + 0.353 (\text{Parental Academic support}).$$

The above equation indicates that a unit change in involving parental communication, results in 0.546 changes in academic performance of students; a unit change in parental responsibility, results

in 0.05 decrease in academic performance of students, and a unit change in parental academic performance results in 0.353 changes in academic performance of students. The results indicate that involving parental communication, is a better predictor of performance of students in academics in seed schools in Maracha followed by parental academic support (p-values= 0.000 < 0.05%).

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

In this chapter the researcher presents the summary of the study, discusses the major findings, draws conclusions and makes recommendations.

5.1 Summary of the Major Findings

5.1.1 Parental Communication and Academic Performance of Student in Seed Secondary Schools in Maracha District.

The study found that, involving parental communication highly influenced performance of students academically in Seed Secondary School in Maracha (aggregate mean= 2.96; S. D=1.173) in terms of engagement in parents' meetings, communication to parents through letter writing, use of mass media, and phone calls, parental visits, guidance and counseling services provision to both parents and learners. Since, $\beta=0.930$; and $p\text{-value}= 0.00 < 0.01$. The result supports the researchers' hypothesis that:” involving parental Communication has a significant relationship with students' performance in academics in Seed Schools in Maracha District.

5.1.2 Parental Responsibility

The study found that the level of parental responsibility in Seed Secondary School in Maracha District was high in terms of payment of School fees, provision of Scholastic, buying of school uniforms, involvement of parents in disciplining their children, parental attendance of guidance and counseling sessions on academic matters, support of balance diet and regular feeding of children (aggregate mean = 3.17; S. D= 1.25). The relationship between parental responsibility and academic

performance of students in Seed Secondary School in Maracha was found strong, positive and significant ($r = 0.909$; $P\text{-value } .000 < 0.01$)

5.1.3 Academic Support

The study found that the effects of academic support on academic performance of students in Seed Secondary School in Maracha District was high in terms of participation of parents in supporting their children, feeling accountable for their children's academics, helping their children with class assignments, and provision of safe and conducive learning environment at Home for the learners (aggregate mean = 2.837; S.D=1.233), and it was found out that, parental academic support had a positive, significant effect (87.8%) on students' academic performance in seed secondary schools in Maracha District. The results of the study, support the researcher's hypothesis that: "Parental academic support has significant relationship with performance in academics of students in Seed Secondary Schools in Maracha District." ($\beta = 0.771$; $F = 1575.560$; $R = 0.933$; $p = 0.000 < 0.01$).

5.2 Discussion of the findings

. In this sub-section the findings are discussed as follows:

5.2.1 Parental Communication

The relationship between involving parental communication and academic performance of students was examined. It was found that, the influence was high (aggregate mean = 2.96; S.D=1.173). Moreover, the linear regression ($R^2 = 0.889$), which explains 88.9 % of the variation ($F = 175.161$; $P = 0.000 < 0.01$), meaning that, involving parental communication was significant in influencing performance of students in Seed Secondary Schools in Maracha ($\beta = 0.930$; $R = 0.943$; $p\text{-value} = 0.00 < 0.01$). This result therefore, supports the researchers' hypothesis that: "involving parental Communication has a significant relationship with academic performance of students' in

Seed Secondary Schools in Maracha District. The finding relates to the result of a study that was conducted by Martinez, (2015) who examined the relationship between parents' perceptions of their children's academic achievement among 145 parents in Greek, and reported that, parental involvement in communication was conducive to a child's success in school. This means that, involvement of the parents through communication influenced their children's academic performance. Indeed, that holds true if the parents believe that they can make a difference, through communication with children and the teachers regarding academic pursuits, and they are sensitized on the importance of communication to their children, and with the school administration. Unfortunately, common knowledge indicates that parents who believe that only teachers could help their children to succeed tend to stay away from any type of school involvement. This kind of behavior is exhibited by parents of seed schools in Maracha as evidenced by the response from the descriptive statistics (Table 4.3) which indicated that the schools engaged parents very rarely as shown by 37.1% (mean value of 3.11). The response of the majority implies infrequent involvement of parents in the academics of their children. This probably meant that, the importance of parental communication with the children and the school administration might not have been made known to the parents of the students in Seed Secondary Schools in Maracha District. This view was supported by the findings from Table 4.3, which indicated that, always school management never communicated to the parents through letter writing as indicated by majority 80(36.4%) of the respondents (mean= 2.47; SD=1.343), and was further confirmed by 32.7% majority response that, School administration sometimes wrote to parents as evidenced by of the respondents (mean value= 3.14; S. D= 1.258). yet communication to the parents through letter writing is inevitable because parents play a crucial role in their child's education and overall development, and communication through letters provide documentary evidences. In addition, the results of the study relate to

Epstein's framework in the determination what the elementary schools needed to do to ensure an effective parent involvement and the students experienced significant and sustained academic growth when their parents were engaged straight away with the school. Epstein, demonstrated that, parents who are involved with their children's education were those who consistently showed good parenting skills, and communication with the school staff, however, it is worth noting that some parents who support the education of their children but covertly appear as if they neglect their children. This is normally seen among poor parents whose open support to their children is constraint by financial difficulties.

In addition, the school never used or rarely used mass media to communicate to parents as indicated by 59% of the respondents (Mean= 2.66; S. D= 1.273), This indicates ineffective parental engagement through the mass medium. But that could have been hampered by financial constraints. Indeed, if parents do not involve in communication, it impacts on the academic performance of their children as observed by Alice Adhiambo, (2015) who conducted a descriptive analytical study in Kenya the major findings of the study were that the effects of communication difficulties on academic performance include; abuse of child, inadequate performance in academics and falling out of school. Probably those problems of inadequate communication, might have affected performance of learners in Seed Secondary School in Maracha District. This was collaborated by Brown., Harris, Jacobson & Trotti (2014) who conducted a case study using the Epstein model as a strategy to study parental involvement in a high poverty, high minority elementary school. The study involved a student body of 347 students of multiethnic backgrounds. Five teachers and two members of the administrative team. Their report indicated a low parent attendance despite efforts by the school to include them in activities; moreover, engagement was not apparent in the study and there was lack of communication between parents and teachers. This could probably be so on account of the

assumption the schools might not have built effective relationships with parents which is a danger to academic performance of the child since parent/school administration relation is healthy for the good of the learner and the administration. However, one good thing that transpired was that the schools administration sometimes used phone calls often to communicate with parents for school issues as indicated by the 46.8% of the respondents (Mean= 3.25; S.D= 1.057), but use of phone calls alone could have been ineffective because of the commonly known network interruptions, charging problems, and airtime shortages which means that, the use of phones can also pose communication difficulties, and cannot be relied upon compared to face to face communication. But from the findings of the study, it occurred that School administration wrote to the parents often as evidenced by 32.7% of the respondents (mean value= 3.14; S. D= 1.258). But, on the other hand, the schools administration rarely provided guidance and counseling services to parents and students as shown by 62(28.2%) of the respondents who constituted the majority (mean= 2.85; S.D= 1.277). Surely, by rarely providing counseling and guidance to both the parents, and the students could have posed several disadvantages such as mental health issues, academic underachievement, career indecision, and behavioral issues since the provision of the services play a crucial role in the holistic development, and well-being of the students.

Furthermore, the findings of the study revealed that, parents visited their children at the school often as shown by 41.8%. The majority response. That showed parental concern and involvement in their children's' education. Moreover, parental visits are important as it builds stronger parent –child relationship, it enables parents to understand school environment, encourage positive child behavior, encourages parent-teacher collaboration, and students feel valued and supported by the parents. The finding is in line with Kayindu (2017) who claims that, some economically disadvantaged parents plead for help to pay fees for their children. Unfortunately, some relatives do not help efficiently. In

support, the second Vatican Council (Synod), asserted that, individuals, whether young or adult reserves the opportunity to be inspired to make informed decisions and observe good moral judgments grounded in a good consciousness to put them into a sense of individual obligation, and to perfectly understand God, and in this regard, all those who are responsible for education management were demanded to make certain that the youths enjoy their right to education. The foregoing views reflect, parents/guardian and community role in supporting the child moral uprightness. This was further augmented by the Roman Catholic Church Canon law 793 wherein parents are obliged to enjoy the right to educate their offspring, Catholic parents also have the duty to participate in the selection of the ways and establishments that can deliver appropriate Catholic education for the children (Roker, 2010).

5.2.2. Parental Responsibility and Academic Performance of Students

The third objective of this study was to investigate the relationship between parental responsibility and performance of students in academics at Seed Secondary School in Maracha District. The research findings revealed that, the level of parental responsibility in Seed Secondary School in Maracha District was high (Mean=3.17). As evidenced from Table 4.6 which indicate a significant positive correlation between parental responsibility and academic performance of students in seed secondary schools in Maracha District ($r = 0.909$; $P\text{-value} .000 < 0.01$). Therefore, this result supports the researcher's hypothesis that: "Parental academic support has an effect on academic performance of students in Seed Secondary Schools in Maracha District." This further means that, as parents became more responsible, the academic performance of their children improved. Interestingly, parents' contribution to performance of students in academics at Seed schools in Maracha, was found to be 82.6261%. This was a significant percentage, however, the remaining 17.3719% was accounted for probably by other factors such as student factors, school-based factors,

and government policy. Which the study did not focus upon. The findings above relate to the results of Wasiak, (2019) who conducted a similar study in Mpigi District in Uganda to find the magnitude of involving parents in the education of their children; and reported that, involvement of parents was low, and students' performance in academics was inadequate, the link between involvement of parents and performance was significant. Implying, there was a connection of parental involvement level in relation to academic achievements of children.

Further findings from the descriptive statistics (Table 4.4), indicate that, 41.8% of the respondents believed that parents paid School fees of their children regularly. The Regular payment of school fees was rated high by the respondents (mean= 3.68). Majority response means that, parents were committed to educating their children, and implies that by making regular payments, parents and guardians ensure that, their child's education expenses are met timely, allowing the children to continue attending school without interruption. This financial support from the parents is crucial for the smooth functioning of the schools.

It was also found that, parents often provided scholastic materials to their children throughout the academic years, the Provision of scholastic materials was also rated high (mean= 3.83). In addition, Parents often bought school uniforms for their children.as evidenced by majority of respondents by 37.7%; (mean= 3.65). The finding is in line with McKinney, & Novak (2013) who concluded that family income level, attending full time, and receiving grant aid and completing advanced level classes in high school having statistically significant effects on college persistence among first generation college students. But the study was done with the unit of analysis being college students who are more mature than senior secondary students who still need much parental guidance care protection and much support for continued academic performance

The finding was also supported by, Razu, Akter, & Afrin (2018), who conducted survey study in Bangladesh and concluded that class attendance attitude, studies' allocation time, level of income of parents, the age and mother's education were major determinants of students' performance. Although these studies were done among students in high institution of learning, the findings are pertinent to secondary school students since education institutions have certain things in common. But also, different institutions vary administrative systems and leadership which may affect the implementation of the findings to the situation in Maracha District where the current study will be conducted.

More findings from, table 4.3 revealed that, parents were often involved in disciplining their children as revealed by 83(37.7%) of the respondents and a higher mean value of 3.65 showing consensus among the respondents with a deviation of 1.228 from the mean. More so, the parents often attended guidance and counseling sessions on academic matters of their children as reflected by majority 88(40%) of the respondents and indicated by a higher mean value of 3.19; standard deviation of 1.316 from the mean.

However, the parents never engaged themselves in general school cleaning days for good hygiene and sanitation as per majority response 155 (70.5%). Parental involvement in general school cleaning was rated very low by the respondents (mean= 1.67; standard deviation= 1.213). Also, the parents never supported balanced diet and regular feeding for their children (48.2%; Mean= 2.38; Standard Deviation= 1.505 from the mean). Additionally, Sucuoğlu, Bakkaloğlu, & Demir (2020) did a similar study in Brazil, and showed that, the achievement of school and competence in the social sphere are facilitated by control of parents' , support giving and the resources of the child in the home environment). While, children who were subjected to observation studies in Scovia, by use of two books in a week, presented noteworthy language development competencies in comparison to the

children who used only the curriculum of the nation, illustrating that, educational quality linkage to parental help in development of language and skills of storytelling (Fekonja-Peklaj, Marjanovič-Umek, & Kranjc, 2010).

The above result was supported by a longitudinal study with 130 children, Gottfried (2019) who revealed that children with a high zeal to study were driven more academically. The challenges of the environment at home outdo the social status of the family. Probably that is why, in course of the maturity, parental interaction with the child should be in terms of pictures or magazines. This view was supported by Klass, Needleman and Zuckerman, (2013) who asserted that various research has brought out the way of the parents associate with the child as being more crucial compared to the book contents. Additional support to the findings came from Williams & Rask (2013) who set out to categorize determinants of children literacy levels in children by considering home in relation to play way method, The findings reflected the value of emergence of literacy during preschool home error. That suggested play way method of teaching which a characteristic of pre-primary level. This is in accordance with Gottfried (2019), who in his study involving 130 children, and discovered that children from better home environment lay emphasis upon opportunities of learning were motivate in academics. Home environment effects were found significant compared to Social Economic Status. Probably that is why, as the child becomes an adult, the parents ought to interact with children. This view is supported by Klass, Needleman and Zuckerman, (2013) who asserted that various researches have assessed that the way of the communication with the parent and the child is much more crucial than the book or magazine content.

Another support to home environment as a contributory factor to the study was shown by Brisson-Banks (2010) who pointed out that school should not entirely dominate in nurturing children as a favorable environment at home safeguards the family. A problematic home- child will experience

difficulties in catching up with learning. The contrary is true. Banks view was also maintained by John. Hans gates whose communication showed that family failure cannot be ascribed to school organization. He envisaged that, the totality in the children education should be an affiliation requiring home cohesion. According to him, a pitiful parent who advocated for a free atmosphere at home can be a source of problems to family members. This contention was reinforced by Carnegie whose survey of 22,000 respondents showed that. 90% of children, who performed poorly in schools, come from families living in unfavorable environment and that who had no siblings support as well as parental support. Low performance in academics was attributed neglect and abuse of the child.

In addition, many scholars argued that the reading skills and parental-children interplay during the reading at home generates a huge change. For example, Minami (2008) report that children who are American-Japanese oriented have varied reading skills due to involvement of mothers in question-child, responds-mother technique and giving feedback. According to Njogu (2010) materials for learning are school setting factors that affect school performance in academics, implying that, the scholar advocates parental involvement as an important factor for academic performance in comparison to infrastructure. Whether that is true, calls for more research.

5.2.3 Parental Academic Support

The third objective evaluated the effects of parental academic support on academic's performance of students in Seed Schools in Maracha District. The study findings revealed that the effect of parental academic support in seed secondary schools in Maracha District, was moderate (Aggregate mean =2.837). From Table 9 (chapter 4) R squared, indicates how parental academic support, explains variations in academic performance of students. The Adjusted R squared is 0.878(87.8%) means

that, academic support from the parents, explained up to 87.8% of the variations in the academic performance of students. This therefore means that there are other factors, which accounted for 12.2% which the study did not focus upon. Statistical results indicated that, ($\beta=0.771$; $F= 1575.560$; $p = 0.000<0.01$) which implies that parental academic support had a, significant positive effect (87.8%) on students' performance in academics at seed schools in Maracha. This therefore, correlates with the researcher's hypothesis that: Parental academic support has an effect on academic performance of students in Seed Secondary Schools in Maracha District($\beta= 0.771$; $F= 1575.560$; $R= 0.933$; $p = 0.000<0.01$) This out of the study is similar to the result of a study conducted by Adebisi, (2018) who documented that, single parenting effect of both parents on performance of students whereas the current study focuses on parents and guardians in general who are beneficiaries of good academic performance of students (Adebusuyi, 2018)

From table 4.6, it can be seen that the participation of parents in supporting their children in School works has been often highly recognized as indicated by 59(26.8%) of the respondents who constituted the majority. However, participation of the parents was rated moderately by the respondents (mean= 2.88). It is probably true that parents of students in Seed Secondary school could have participated moderately in supporting academic performance of their children. This is because the economic status of the parent, and income is commonly believed as a determinant of his or her participation in educating the child.

The above discussion is corroborated by khajiagbe, Ogwu, Ogochukwu, Odozi, Adekunle & Omage, (2022) who concur that, a well to do family with sound income status, good education and proper occupation often create a fertile ground for academic success of their children in contrast to economically disadvantaged parents more especially when it comes to the provision of care and education to their children and concluded by showing the existence of a strong association between

family Social Economic Status and the general performance of a child as far as academics is concerned. This is probably because their child gets ready to accommodate knowledge and readily catch up with the demands of education.

In a related development, it was found out that the parents of the children at Seed Secondary Schools in Maracha District felt often accountable for their children's academics as indicated by 64(29.1%) of the respondents (mean= 3.41). However, the parents never helped their children with class assignments as evidenced by majority 114(51.8%) of the respondents (mean= 2.06; S. D= 1.345). Nevertheless, the parents often provided safe and conducive learning environment at home for their children as indicated by majority response 63(28.6%) and high a mean value of 3.00 indicating consensus among the respondents and a S. D= 1,372 from the mean suggesting variation of respondents' opinions. The findings were confirmed by Uwezo Uganda, (2016) who reported that in places characterized by high involvement of parents in the education of their children, as shown by their interactions with the teachers of the children, and reinforcing the morale of the children , spiritual and economic aspects, the learners incline to better performance, and according to UNICEF (2015), an alternative play is an additional way by which parents can get engaged in promoting performance of their children in academics . Indeed, numerous studies show that play way method with children, especially in preliminary ages is a commonly known approach than other activities. For example, in Uganda (86%) caregivers, 82% in Malawi, 71% in Turkmenistan, 41% in Tajikistan, in Georgia, 63% of the caregiver's report that they involve their children in a playing with them regularly. A Similar, finding was reported in Serbia and Montenegro where 69% of the parents were shown to be playing daily with their children (UNICEF, 2015). This explains why in some European countries there exists supplies of art crafts supplies for the child. But the supply within the home depends on economic conditions within the country, In Uganda, that strategy is

probably impossible, and it raises the question about the number of toys for children that can be found in African families as majority of families, particularly in the rural settings such as Maracha are too poor to afford Toys for their children. In support of the view, Wassaaka, (2019) and Kaynak, & Kara's (2011) revealed that 73% of the homes in Azerbaijan fabricate dolls in comparison to other countries. The current researcher wonders about the number of toys for children that can be found in African families as majority of families, particularly in the rural settings are too poor to afford toys for their children. However, the families can improvise home-made play items for the children. For instance, in Malawi, while only a small percentage of homes have store-for children play items, the families with locally made toys are considerable (38%). Likewise, in Uganda, most of the homes, 93.5% have no synthetic play items such as toys, and 14.5% of the homes have locally -made play crafts (Waska, 2019)

5.3 Conclusions

In this section, the conclusions based on findings of the study are presented in line with the objectives of the study as follows.

5.3.1 Parental Communication

Regarding parental communication on academic performance of student in Seed Secondary Schools in Maracha District. The evidence from the results showed a strong relationship between parental communication and academics performance of students through engagements such as; parents' meetings, communication to parents through letter writing, use of mass media, and phone calls, parental visits, provision of guidance and counseling services to both parents and students. This therefore concurs with the researchers' hypothesis that, parental Communication has an influence on the academic performance of students in Seed Secondary Schools in Maracha District. Conclusively

this therefore means that without parental communications in seed Secondary Schools, there would be a decline in academic performance of students as evidenced from the above study.

5.3.2 Relationship between Parental Responsibility and Academic Performance of Students in Seed Secondary School in Maracha District.

Concerning the relationship between parental responsibility and academic performance of students in Seed Secondary School in Maracha District, the study revealed that, the relationship was strong and significant in terms of payment of School fees, provision of Scholastic, buying of school uniforms, involvement of parents in disciplining their children, parental attendance of sensitization on academic matters, support of balance diet and regular feeding of children. This can therefore be conclusively said, the relationship between parental responsibility and academic performance of students in Seed Secondary School in Maracha was found positive and significant to the academic performance of the students.

5.3.3 Parental Academic Support

Concerning the relationship between parental academic support and academic performance, it was evident that, the participation of parents in supporting their children at school, feeling accountable for their children's academics, helping their children with class assignments, and provision of safe and conducive learning environment at home for the learners, and parental academic support had a positive and significant effect on students' academic performance in seed secondary schools in Maracha District .The results of the study meant that parental academic support is necessary in enhancing performance which concurs with the researcher's hypothesis that: "Parental academic support has a significant relationship with academic performance of students in Seed Secondary Schools in Maracha District.

5.3.4 Recommendations

Since the study found that, involving parental communication had a strong significant relationship with academic performance of students, in terms of engagement in meetings, communication through letter writing, use of mass media, and phone calls, parental visits, guidance and counseling services' provision to both parents and learners, it was recommended that, the school administration should enhance communication with the parents by sending to the parents regular news letters, scheduling regular parent-teacher conferences to discuss the child's academic progress, use of social media platforms to share school news, achievements, and upcoming school events. Also conducting parent workshops, and seminars on helping the child with homework, and addressing behaviour issues, and study habits.

5.3.5 Relationship between Parental Responsibility and Academic Performance of Students in Seed Secondary School in Maracha District.

The study showed that the relationship between parental responsibility and performance of students in academics in Seed Secondary School in Maracha was strong in terms of payment of School fees, provision of Scholastic, buying of school uniforms, involvement of parents in disciplining their children, parental attendance of sensitization programs on academic matters, support of balance diet and regular feeding of children. the researcher encouraged the school management to continue enhancing the relationship between parental responsibility and academic performance of students by sensitizing parents to be role models, school administration to help parents to understand the importance of setting achievable academic goals for their children and encourage parents to establish a study-friendly environment at home with regularly monitoring homework to better performances.

5.3.6 Parental Academic Support

Since parental academic support showed a significant positive relationship with academic performance of students in academics in Seed Schools in Maracha in terms of participation of parents in supporting their children, feeling accountable for their children's academics, helping their children with class assignments, and provision of safe and conducive learning environment at home for the learner, and the study supported the researcher's hypothesis that: "Parental academic support has an effect on students' performance in academics in Seed Schools in Maracha." Therefore, it was recommended that, school management should provide resources such as reading materials or education apps to parents to help them assist their children, school administration should involve parents in school activities such as workshops or, volunteer opportunities to create a sense of participation, and give parents guidance on how to support their children's homework routine without doing it for them.

5.4 Study Limitations

Though the researcher endeavored to ensure control of the limitations to the study, there were other factors that may have an effect on academic performance of students in seed secondary schools in Maracha District. But due to limited resources; the researcher concentrated on parental involvement. The busy program of officials such as the DEO, the BOG, and PTA chairpersons was another confine, the researcher tried to meet them but they could not be easily available as scheduled. However, they were met at odd times.

In addition, not all the questionnaires that were issued were duly filled in and returned to the researcher, out of 217, six were missing which reduced the questionnaire return rate to 97.24% from the expected 100% which was a good response rate.

5.5 Contribution of the study to the field of education

Despite endeavor by key stake holders to step up academic performance in secondary schools in Uganda, academic performance of the students continues to decline, particularly in rural areas yet students' academic performance is vital in the economy of the country. The Government of Uganda further promoted Education through introduction of the policy of establishment of seed secondary schools in every Sub-County (Buluma, et al, 2022) to provide access to all and curb other related challenges in academic performance.

Due to the continued demand for performance of students, the study result will benefit stakeholders such as policy makers, School Management, teachers, parents, students, future researchers and the ministry of Education to review, formulate new policies and strategies to better academic performance. Therefore, the research findings shall be disseminated through; discussion of the findings with School management, and students, publication of research results, organizing conferences for the different stake holders and finally share copies of the research report booklets.

5.6 Suggestions for Further Research

The following have been suggested:

- i. Parenting styles, and performance of students in academic performance in seed schools in Maracha District through use of both qualitative and quantitative research methods.
- ii. Parental Marital status and academic performance of students in seed Schools in Maracha District through use of both qualitative and quantitative research methods.
- iii. Influence of family status on Academic achievement of students in seed secondary schools.
- iv. Lastly, a similar study can be conducted in seed secondary schools, but a different District in West Nile for comparative purposes of the results.

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APPENDECES

APPENDIX I: INTRODUCTION LETTER FROM MUNI UNIVERSITY



MUNI UNIVERSITY
P. O. BOX 725, ARIKA

Faculty of Education

Date: 09/08/2023

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: INTRODUCTORY LETTER OF MR. YIKI AAABO GEORGE

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

PARAGRAF INVOLVEMENT AND ACADEMIC
PERFORMANCE OF STUDENTS IN RURAL SECONDARY
SCHOOLS IN MARACHA DISTRICT - UGANDA

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

**APPENDIX II: INTRODUCTION LETTER RECEIVED BY HEAD TEACHER
ALLSAINTS**



MUNI UNIVERSITY
P. O. BOX 725, ARUA

Faculty of Education

Date. 12th 04. 2023



TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: INTRODUCTORY LETTER OF YIKI MABO LIGEORGE

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 AND ACADEMIC PERFORMANCE OF STUDENTS IN SEED SECONDARY SCHOOLS IN MALACHIA DISTRICT - UGANDA.

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 Univesity

APPENDIX III: PERMISSION GRANTED BY HEAD TEACHER KOLOLO PUBLIC SEED SECONDARY SCHOOL



MUNI UNIVERSITY

P. O. BOX 725, ARUA

Faculty of Education

Date: 12.04.2023

TO WHOM IT MAY CONCERN



Dear Sir/Madam

RE: INTRODUCTORY LETTER OF.....YIKI ADABO GEORGE.....

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 AND ACADEMIC PERFORMANCE OF STUDENTS IN SEED SECONDARY SCHOOLS IN MARACHA DISTRICT - UGANDA.

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 Univesity

APPENDIX: IV

KREJCIE AND MORGAN'S TABLE TO DETERMINE SAMPLE SIZE.

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

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 research activities, educational and psychological measurements.

APPENDIX V:

MEAN RANGE SCALE

Responses	Scale	Interpretation
Strongly Disagree	1.00 - 1.79	Very low
Disagree	1.80 - 2.59	Low
Undecided	2.60 - 3.39	Moderate
Agree	3.40 - 4.19	High
Strongly Agree	4.20 - 5.00	Very high

Source: Adopted from Renis Likert (1932)

APPENDIX (V):

QUESTIONNAIRE FOR THE STUDENTS.

Dear respondent,

I am conducting research about “**Parental Involvement and academic performance of students in seed secondary schools in Maracha district**” I am requesting you requesting you to respond to the questions with honesty and truthfulness to your responses for this research to be useful towards improving knowledge management for better performance of the students with support from teachers when parents are fully involved in their children’s Education. All the information will be treated confidentially.

SECTION A: RESPONDENTS BACKGROUD IKNOWLEDGE

NB: Tick the number that applies to you or fill in the space provided.

1. School Name
2. Gender (1) Male (2) Female
3. Age (1) 20 below (2) 21-29, (3) 30-39, (4) 40-49, (5) 50 above
4. Length of time you have been in the school (1) 1-4 years (2) 5-9 (3) 10-15 (4) 16 above

SECTION B: KNOWLEDGE CREATION

In this section, respond to the items circling or ticking the number responding to

1= Never, 2= Very Rarely, 3= Rarely 4=Often, 5= Very Often.

S/N	Communication/Academic Performance	N	VR	R	O	VO
01	The School engages parents for meetings					
02	The school always communicate to parents through letter writing?					
03	Our school use mass media to communicate to parents					
04	Phone calls are sometimes used to invite parents for school issues.					
05	Parents visits their children at the school					
06	School administration sometimes write to parents					
07	School administration providing guidance and counseling services to parents and students					
	Parental Responsibility/Academic Performance	N	VR	V	O	VO
08	Parents paying School fees of their children regularly					
09	Parents provide of Scholastic materials to children through the academic year					
10	Parents buy school uniforms for their children.					
11	Parents are normally involved in disciplining their children.					
12	Parents attend guidance and counseling sessions on					

	academic matters. Of their children					
13	Parents engage in general school cleaning days for good hygiene and sanitation.					
14	The Parents have been supporting balanced diet and regular feeding for their children					
	Academic Support/Academic Performance	N	VR	R	O	VO
15	Parental supporting in terms of participating in School activities has been highly recognized					
16	Parents feel accountable for their children's academics.					
17	Parents help their children with class assignments.					
18	Parents Provide of Safe and conducive learning environment at Home for the learners.					
	Academic Performance	N	VR	R	O	VO
19	Learners attend lessons regularly					
20.	Majority of learners do class assignments timely					
21	Majority of learners					
22	Learners participate actively in class					
23	Majority of learners pass exams					
24	Many learners' dropout of school					

APPENDIX: VI

INTERVIEW GUIDE FOR CHAIRMAN BOARD OF GOVERNOR

I am pleased to have this interview with you on parental involvement in their children's education and academic performance of the children in Seed Secondary School in Maracha District. Therefore, you have been selected owing to your knowledge about school management. The responses from you will be protected and only utilized for academic purpose.

1. For how many years have you been the BOG chairman of this school you're managing?
2. Could you mention the BOG's role in encouraging teachers and learners for quality performance?
3. How certain are the parents in knowing what to do to help their children?
4. What is your knowledge about involvement of parents in the education of the child?
5. According to your knowledge, could you tell me the level at which you involvement parents in the education of their children in your school?
6. What strategies does the BOG used to stimulate involvement of parents in the school?
7. What reasons do you think makes the BOG engage parents in educating their children?
8. Do you conduct BOG meetings? If yes, how many times?
8. What support do parents offer the school?

Thanks for participating

APPENDIX: VII

INTERVIEW GUIDE FOR CHAIRMAN PARENTS TEACHERS' ASSOCIATION

I am delighted to have this interview with you about involvement of parents in their children's education and academic performance of the children in Seed Secondary School in Maracha District. You have been selected owing to your knowledge about school management. The responses from you will be protected and only utilized for academic purpose,

1. Could you tell the length of service you have been working as chairman PTA in this School?
2. What does PTA do to promote teaching and learning in the school?
3. What is the importance of involvement of PTA in children' education in your school?
4. For what reasons does PTA help active involvement of parents? (Probe why)
5. In what ways does PTA promote lively involvement of parents in your school?
6. What is the attitude of the parents regarding their participation in matters pertaining to child education?
7. How does the PTA assist the school?
8. How is PTA effective in the promotion parents to get involved at school and home?
- 9... How regular are P T a meetings called annually? What about the attendance?
14. What problems does PTA encounter in their struggle to encourage parents to participate? How do you solve the problems?

Thanks for your views

APPENDIX: VIII:

INTERVIEW GUIDE FOR HEAD TEACHERS

I am delighted to have this interview with you about involvement of parental involvement and academic performance of students in seed secondary schools in Maracha district. You have been selected owing to your knowledge about school management. The responses from you will be protected and only utilized for academic's purpose

1. What is your work experience as a head teacher?
2. Could you share your knowledge about parents' involvement in the education of their children in your school?
3. Could you describe the association between the school and the parents?
4. What is your duty to the parents?
5. Why does the school schedule programs for parental involvement school matters? Probe why
6. How do parents influence children's performance in academics?
7. What is your opinion about parental role in school?
8. What hurdles does the school meet in getting parents involved in their children's education?
9. What strategies have you put in getting parents involved the school? Probe why
10. What is the frequency of your conferences with the school and parents? Why?
11. In your opinion, what measures do you think will lessen parental involvement challenges?
12. Any extra information that you can give inform of advice to teachers and head teachers on involvement of parents?

Thanks for