

The Contribution of Parents Involvement towards Students' Academic Performance at Ugandan Certificate of Education in Public Secondary Schools

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Abstract: The research aimed to evaluate parental influence on students' academic achievement in high school. It investigated academic performance, parental involvement, and their impact on secondary school students. Using a cross-sectional survey with 357 participants including head teachers, teachers, students, and BOG members, a self-administered questionnaire was utilized. Results indicated 80-89% score improvements in reading and writing skills, though fluency requires over 90%. Homework had 80-98% accuracy, but stronger focus was needed. Poor concentration and attendance highlighted the necessity for more support. Students struggled with question comprehension and irregular achievement. Parental engagement in health programs scored neutrally, signaling a need for increased involvement. Involvement in learning-related responsibilities was hindered by behavioral issues. Positive correlations existed between parental engagement and academic success, including safety, diversity, and regulatory aspects. Writing materials positively impacted, while reading materials showed a decline. Counseling services exhibited a weak correlation. Overall, parental involvement significantly predicted UCE students' academic improvement ($B = 0.502$; $p = .000 < 0.05$), contributing to 50.2% positive changes.

Keywords: Academic Performance, High School Education, Parental Involvement.

A. Introduction

Parental involvement in the education system significantly shapes the academic success of UCE students in Luuka District's public secondary schools in Uganda. The district consistently records inadequate UCE results. Multiple studies have aimed to uncover reasons behind this academic underachievement (Teodora & Vansteenkiste, 2016). Despite insights from experiences and other efforts, it's evident that parents haven't sufficiently contributed to improving students' academic performance (Adeyemi, et al. 2014).

Limited research has probed the underlying mechanisms of this connection. The 1950s and 60s saw initial links drawn between students' physical activity and academic achievements in the US. European data from the 2012 Program for International Student Assessment (PISA) emphasize how parents' educational levels and their undervaluation of education contribute to this concern. Across Africa, declining student academic performance is increasingly attributed to factors such as financial constraints, school and home environments, peer interactions, and parental assistance. Although research has focused on teacher impact on test scores, the broader influence of attitudes and actions on long-term student outcomes is clear. Nations like Mozambique, South Africa, and Nigeria are contending with deteriorating educational standards partly linked to parental engagement (Pressley, 2019). UNESCO underscores parents' role in children's development and educational success, spanning communication, learning activities, event participation, and decision-making (UNESCO, 2016). Hence, a study examining parental influence on UCE student academic performance in Luuka District is necessary.

Theoretically, the study explores various theories, including the Walberg theory linking academic achievement to aptitude and learning environment. Don Elger's theory covers attributes, mindset, performance, and reflective practice. The Parent's Role Development Theory (PRDT) by Baurmind is also explored. PRDT aids organizing ideas and parenting research, depicting evolving parental roles and their connection to parenting activities. Parents, responding to role expectations, are crucial in understanding parenting. The hypothesis posits that parental involvement in shaping policies and regular responsibilities enhances academic performance.

Conceptually, parental involvement entails meeting children's needs, aiding their academic, social, and emotional growth (Carpriora, 2019). Study's parental involvement encompasses policy formulation, school activity tracking, daily academic support, and guidance (Janelle, 2011). Academic performance typically relies on exams, assessments, and exercises (Salmah et al., 2016). In this research, academic performance encompasses comprehension, exercise/test scores, class participation, and subject grade enhancements.

Luuka District's public secondary schools rank poorly due to students facing challenges like peer influence, lack of essentials, domestic issues, tardiness, and irregular attendance (Ahmed, 2015). While the government has enacted policies and teacher training, academic performance remains subpar. Over 78% of secondary students do not attain top division scores, and 34% fail core subjects. The district's inspector noted the significance of parental involvement during the 2019 parents-teacher meeting. Neglecting parental engagement negatively impacts students' academic outcomes, which contributes to declining education quality (Bossaert, et al.2011; Alupo, 2015). This study aims to evaluate parental involvement's influence on student academic performance.

The study is guided by three objectives: 1) investigate the current state of academic performance among UCE students in Luuka District's public secondary schools; 2) assess the extent of parental involvement in the academic performance of UCE students in Luuka District's public secondary schools; and 3) examine the effects of parental involvement on the academic performance of UCE students in Luuka District's public secondary schools.

The research questions formulated to guide this study include: 1) what is the present academic performance status of UCE students in public secondary schools within Luuka District? 2) in what ways are parents involved in the academic performance of UCE students in public secondary schools within Luuka District? 3) What impact does parental involvement have on the academic performance of UCE students in public secondary schools within Luuka District?

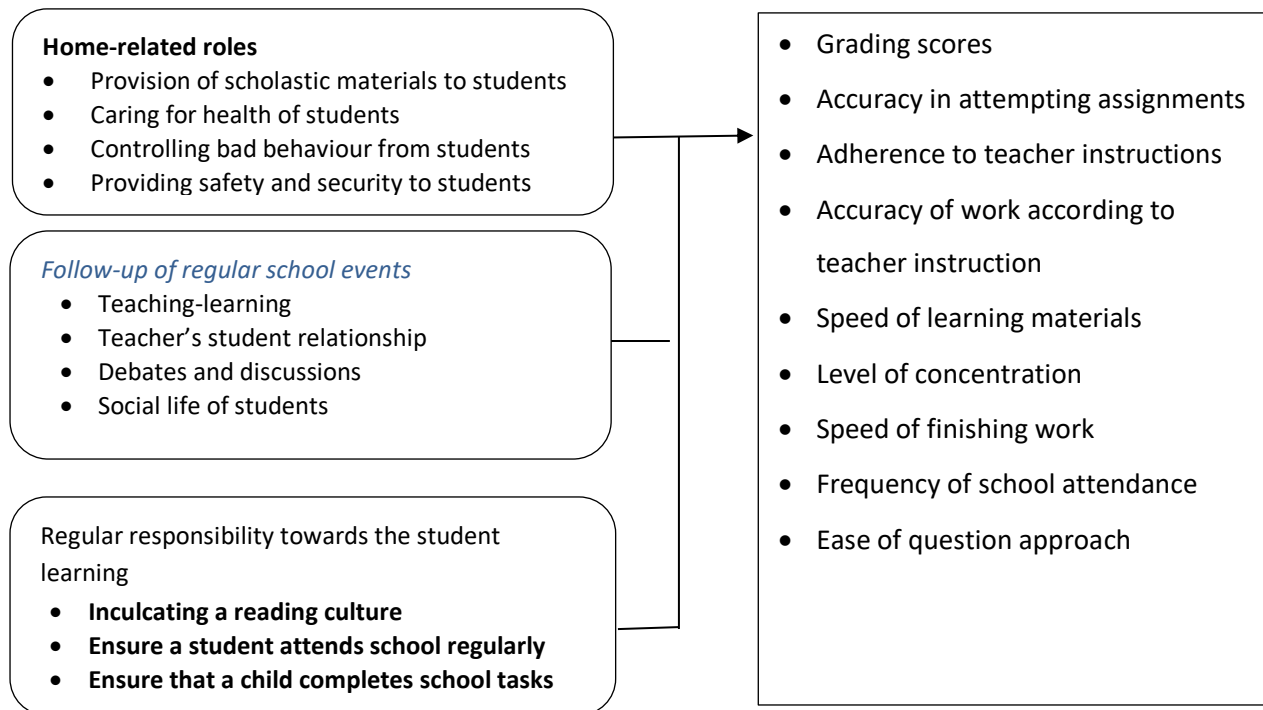
The study holds the hypothesis that: The involvement of parents does not significantly impact the academic performance of UCE students in public secondary schools within Luuka District. The study can be of significance for various stakeholders, including the Uganda Ministry of Education, teachers, parents, and school managers. It can aid policy development to elevate secondary school academic standards, foster collaboration between teachers and parents, relieve teachers' instructional burden, and improve the parent-teacher relationship for enhanced student learning.

The conceptual framework demonstrates the interconnectedness between distinct components of the independent variable and specific facets of the dependent variable. The independent variable under scrutiny is parental involvement, while the dependent variable pertains to students' academic performance.

Parental involvement encompasses provisions like scholastic materials, health care, behavior management, and safety measures, aimed at fostering a conducive learning environment. The fundamental assumption is that parental engagement addresses conditions that contribute to an ideal learning atmosphere. Similarly, the conceptual framework reveals a correlation between active engagement in school events and students' academic performance. Active participation entails focusing on teaching-learning improvements, nurturing teacher-student rapport, fostering debates for literacy, and promoting social unity. The underlying belief is that enhanced event involvement heightens self-motivation and collaborative efforts, ultimately leading to improved academic achievements. Furthermore, consistent commitment to students' academic progress is presumed to impact their performance by cultivating a reading culture, promoting regular attendance, and completing assignments to address skill acquisition challenges.

**Independent Variable
 (Involvement of parents)**

**Dependent Variable
 (Student's Performance)**



Source: (Workes, 2020; Webb, 2015; Alber, 2017)

Figure 1. Conceptual Framework

B. Literature Review

State of academic performance of students

Ajayi (999) asserts that learning, a hidden process in students' minds, becomes evident through their performance. Assessment, encompassing formal and informal evaluations, affects vital decisions like grades, advancement, and curriculum, gauging the attainment of educational objectives. In response to an evolving world, contemporary education must equip students with critical thinking and adaptive skills. This shifts the dynamic between assessment and instruction, necessitating teachers' involvement in shaping assessment goals and content (Edutopia, 2016).

Two assessment forms, formative and summative, emerge from research. Formative assessment identifies errors, informs progress, and informs instructional adaptations (Overbaugh, 2003). Employing quizzes, tests, interviews, and observation, formative assessment guides planning. Summative assessment occurs at learning stages to showcase knowledge gained. Both forms aid instruction planning, motivation, and goal assessment (Susanna, 2017). Effective educators evaluate teaching resources

considering alignment, accuracy, time allocation, and learning gains (Rimm-Kaufman, 2010).

Measurement and evaluation are vital in assessing academic performance (Meek, 2003). Measurement standardizes scoring opportunities through tests, while evaluation interprets scores via norm or criterion referencing. Grading employs various symbols reflecting performance levels (McNergney & Herbert, 1998). Students' competence beliefs and expectations correlate with engagement and emotional states (Edutopia, 2016). Those perceiving academic incompetence fear exposure and avoid effort. Teachers in History and government, as per Okulo (2010), should guide assignments. Adikinyi (2007) suggests assessing via exercise book marking, exams, progress tracking, frequent assignments, and continuous assessment tests (CATs). She advocates fair exam preparation to identify content-related issues rather than rote learning.

Advocates of the No Child Left Behind ACT (NCLB) contend that prioritizing test scores is the most effective means to enhance student achievement. However, learning encompasses both cognitive and socio-psychological aspects, necessitating consideration of both for complete academic success (Al-Mozain et al., 2011). Effective educators assess students' preconceptions, tailor instruction based on individual performance and interests, and utilize techniques like cooperative learning and open-ended assessments to foster cognitive skills and academic achievement (Telia, 2008; Cohen & Hill, 2000).

In the realm of information-seeking behaviors, modern electronic resources pose challenges; accessibility influences smartphone appeal for students, impacting their engagement (Ahsan et al., 2020). Despite potential benefits, concerns arise about distractions like gaming and social media. Even with bans, many students' text during classes, hindering self-regulation and attention to learning (Nayak, 2018). Thus, a balance between digital tools and effective teaching practices is crucial for optimal academic outcomes.

Involvement of parents in academic performance of students

Addressing the National Plan on Education for All, School Health plays a vital role in enhancing education quality, curbing disease transmission, and aiding poverty eradication efforts (Phnom, 2006). The School Health Policy aims to elevate education quality by instilling hygienic habits, maintaining clean school environments, and providing equitable health services to students and staff (Phnom, 2006). School health encompasses various elements like health education, nutrition, services, and a conducive environment (Kolbe, 2019). Health concerns, such as vision, oral health, obesity, stress, and risky behaviors, negatively correlate with academic performance (Knopf et al., 2016). Effective schools establish consistent

behavior regulations, fostering discipline, respect, and communication among students, staff, and parents (Henry, 2016). Clear communication of expectations enhances the learning atmosphere (Workes, 2020). Safety measures, encompassing safeguarding policies and community participation, ensure a secure and representative educational environment (Webb, 2015; King, 2017).

Impact of involvement of parents and academic performance of students

The involvement of parents in the academic performance of students yields multifaceted outcomes. Although schools offer diverse programs, each with unique concentrations and activities, their common goal is to make the Alberta Education curriculum accessible to diverse learning styles and backgrounds (Jones & Deutsch, 2013). Regardless of these differences, the regular program ensures that students reach their fullest potential, fostering active thinking, entrepreneurial skills, and ethical citizenship (Jones & Deutsch, 2013). Several aspects of regular school programming significantly influence students' academic performance.

Teaching and learning: Research highlight the influential role of parent-caregiver interactions on children's early language and learning (Whitebread, 2016). Exposure to rich and varied adult speech benefits children's language development. Parents who responsively engage with their children's verbal and exploratory initiatives contribute to advanced language, phonological awareness, and comprehension skills (Wangusie, 2013).

Teacher-student relationships: Chronic absenteeism poses challenges in building strong teacher-student relationships (Graziano & Navarrete, 2016). Absenteeism predicts high school dropout rates, underscoring the significance of creating connections with students (Ward & Blaine, 2017). Effective lesson planning involves engaging teaching methods, fostering an enriching environment, and adhering to the district's educational philosophy (McQuerrey, 2017; Kevin, 2019). A positive affective tone and thoughtful conversations further enhance student engagement (Amusa & Kamenju, 2016; Kimberly, 2020).

Sports and games: Co-curricular activities contribute to academic performance by nurturing creative, leadership, and public-speaking skills (Dadmin, 2019). Co-curricular activities align with scholastic curricula, extending learning beyond textbooks (Dadmin, 2019; Afolabi, 2016).

Social life of students: Effective communication between teachers and students creates a conducive learning environment, promoting engagement and reducing discipline issues (Muntner, 2020). Integrating examples and illustrations in teaching helps students comprehend complex concepts (Maxwell, 1978; Ken, 2020).

Provision of learning materials: The availability of educational resources impacts students' academic performance (Ajayi, 2015). Qualified teachers and adequate facilities influence academic achievement (Al-Mozain et al., 2016). Learning materials, such as books and toys, foster language growth and learning experiences (Feinstein, 2019; Abdulmumeen, 2016).

Inculcating a reading culture: Developing good reading habits enhances comprehension and learning efficiency (Kat, 2015; Karen, 2017). Regular attendance: Regular attendance positively influences academic performance and reduces dropout rates (Adeyemi et al., 2014; US Department of Education, 2021; Marcelo et al., 2003).

Completing school tasks: Homework completion correlates with improved grades and core skills development (Heather, 2016; Nord Angalia Education, 2021). Parental involvement in homework can yield benefits for children's learning and future success.

C. Methods

The chosen research design, as defined by Adi (2019), encompasses methodologies that logically structure various research elements to effectively address the research topic. A cross-sectional survey design was employed, treating each participant as a viable candidate, allowing multiple characteristics to benefit from variable changes. The study adopted a mixed-methods approach, incorporating qualitative and quantitative data collection and analysis methods based on research objectives. The target population consisted of seven public secondary schools: Bukanga Seed, Ikumbya, Nawansega, Kiyunga, Busiuro, Busalaamu, and Walibo Seed schools. Handling the entire teaching and student population proved unfeasible due to time and resource constraints. Therefore, the researcher narrowed down to the accessible population, considering logistical convenience, geographical scope, and time limitations as stipulated in Table 1.

Table 1: Population of the Study

Respondent Category	Number per school	Total	Sample size
Head teachers	1	7	7
Teachers	14	98	79
Students	50	350	187
Board of Governors (BOGs)	12	84	84
Total		539	357

The study population was segmented into head teachers, teachers, students, and the board of governors. The sample size for the study encompassed 357 respondents, comprising 7 head teachers, 79 teachers, 187 students, and 84 board of governor's

members. Sampling techniques involved three procedures: stratified, simple random, and purposive sampling. Stratified sampling categorized the population, while simple random selection chose respondents from each category. Purposive sampling considered only public secondary schools, their heads, and board of governors as administrators. Data collection methods included surveys, interviews, and document analysis:

Survey Method: This approach involved visiting respondents at their workplaces to gather data on the impact of teacher capacity building on performance. Due to the large number of teachers and administrators, the survey method was chosen for efficiency.

Interview Method: Seven individual informant interviews were conducted with head teachers for comprehensive insights into their perspectives on parental involvement and academic performance. Interviews allowed in-depth exploration and cross-validation.

Document Analysis Method: This method determined the presence of policies permitting teacher training and guided respondent selection by category. Data collection instruments comprised self-administered surveys and an interview guide: **Self-Administered Questionnaire:** Structured questionnaires encompassed social demographic traits, dependent variable items, and information on independent variables.

Interview Guide: Interviews facilitated one-on-one interactions with interviewees using semi-structured questions for probing, clarification, and capturing expressions. Validity and reliability were established through the Cronbach's alpha model. Reliability was assessed using a scale where scores < 0.60 indicated low reliability, 0.60-0.69 were marginally reliable, 0.70-0.79 were reliable, 0.80-0.90 were extremely reliable, and > 0.90 indicated very high reliability (Wilson & Martyn, 2019). Reliability results are shown in Table 2.

Table 2: Cronbach Alpha Results

Variable	N of items	Cronbach Alpha	Cronbach Alpha on standardized coefficients
Academic performance	10	0.858	0.858
Involvement of parents	17	0.884	0.880

The tools were designed, reviewed by supervisors and colleagues for appropriateness, and subsequently refined for accuracy. Questions approved by supervisors were integrated into the instruments used for data collection. Questionnaires were structured according to study objectives and rated on a scale from very relevant (4) to not relevant (1). Qualitative research aims to understand

phenomena from participants' viewpoints, so respondents evaluated result credibility.

Data analysis involved presenting findings through tables and graphs generated from SPSS, indicating mean and standard deviations. Each item was rated using average mean and standard deviation. The scale ranged from 1 to 5, reflecting strongly disagree to strongly agree.

To explore academic performance, mean scores depicted students' past performance. The interaction between variables was assessed using SPSS, revealing statistical implications. Involvement of parents and academic performance were examined via multiple regression analysis for objectives 2 and 3.

Qualitative data was presented verbatim to ensure authenticity, aligning with objectives. Ethical concerns addressed harm, consent, privacy, and respect. Confidentiality was maintained, and participants were assured of the academic nature. Respect, dignity, and equality were upheld, allowing unbiased participation.

Proper citation acknowledged sources, and accurate reporting prevented fabrication. Participants' identities were safeguarded, respecting privacy and withdrawal options. Permission for recordings and media coverage was obtained.

D. Results and Discussion

Demographic Characteristics of Respondents

The study examined the demographic characteristics of the participants, encompassing factors such as gender, age groups, education levels, and marital status. To present these characteristics, cross-tabulation by category was employed. Concerning gender, the analysis distinguished between teachers and students as indicated in Table3.

Table 3. Category Gender Crosstabulation

			Gender of Respondents		Total
			Male	Female	
Category	Student	Count	87	100	187
		% of Total	24.9%	28.6%	53.4%
	Teacher	Count	69	94	163
		% of Total	19.7%	26.9%	46.6%
Total		Count	156	194	350
		% of Total	44.6%	55.4%	100.0%

Source: Primary Data from secondary schools

The results (Table 3) revealed that 44.6% of the respondents were male, while 55.4% were female. It's noteworthy that these gender proportions varied by region, suggesting caution in generalizing these outcomes to the broader context of Uganda. In both secondary school teachers and students, females constituted the majority of participants, indicating an imbalance in gender distribution within the teaching staff. This imbalance has implications for students, as some personal challenges might necessitate same-gender interactions between students and teachers, impacting their academic progress. This disparity in gender balance underscores the importance of fostering a more equitable distribution among the teaching staff to address pupils' diverse needs and ensure a balanced comprehension of educational concepts.

Regarding age groups, the study found that the highest percentage of teachers (16.6%) fell within the 40-50 age bracket, while the lowest percentage (8.9%) belonged to the age category of less than 18 years. In contrast, all students were below 18 years old.

Table 4. Age of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 18 years	192	54.9	54.9	54.9
	18-28 years	31	8.9	8.9	63.7
	29-39 years	36	10.3	10.3	74.0
	40-50 years	58	16.6	16.6	90.6
	>50 years	33	9.4	9.4	100.0
	Total	350	100.0	100.0	

Source: Primary Data from secondary schools

This age differentiation bears significance in the context of the study, as mature teachers aged 18-28 and beyond are better equipped to provide guidance and channel student concentration, resulting in improved performance. This aligns with the perspectives of Brandenburg et al. (2016) and Stuhlman and Pianta (2009), who emphasize the role of maturity in shaping the teacher's ability to act as a mentor and facilitate student engagement.

The participants' education levels indicated that 53.4% were students, while 46.6% were teachers.

Table 5. Category Education Level Crosstabulation

			Education level of Respondents					Total
			Still student	Diploma	Degree	Masters	Others	
Category	Student	Count	187	0	0	0	0	187
		% of Total	53.4%	0.0%	0.0%	0.0%	0.0%	53.4%
	Teacher	Count	0	25	41	66	31	163
		% of Total	0.0%	7.1%	11.7%	18.9%	8.9%	46.6%
Total		Count	187	25	41	66	31	350
		% of Total	53.4%	7.1%	11.7%	18.9%	8.9%	100.0%

Source: Primary Data from secondary schools

Among the teacher respondents, the highest percentage (18.9%) held a master's degree in education, while the lowest percentage (7.1%) possessed a diploma as their highest academic qualification. These findings correspond with Paget (2019), who underscores the importance of teacher certification in the educational context, particularly in the United States. Teacher certification aims to enhance the quality of education for students. It is notable that the qualifications of teachers play a pivotal role in students' academic progress, as noted by Gold, Haber, and Brewer (2007), who emphasize the significance of teacher accreditation and specialized training in promoting student achievement.

Concerning marital status, the results indicated that all students were unmarried, whereas all teachers were married. The study drew attention to the influence of marital status on teachers' self-efficacy, highlighting that being married could positively impact instructional tactics due to the emotional security associated with marriage, as suggested by Martin and Maulvihill (2019). However, this specific facet of marital status has not been explored in previous studies examining teachers' self-efficacy, as these studies predominantly focused on gender rather than marital status.

Objective 1: State of Academic Performance of Students in Public Secondary schools

The primary aim of Objective One was to provide an overview of students' academic performance to strengthen the study's foundational problem statement. To gauge academic performance, ten items were employed, each assessed on various scales, as explained by mean interpretations. The study assessed the state of academic performance by analyzing the distribution of common scores achieved by students in exercises and exams. The findings showed an average mean (M) score of 3.41 and a standard deviation (SD) of 1.30. This indicated that the prevalent score range for reading and writing skills was 80-89%, showcasing progress in students' academic performance in public secondary schools in Luuka District. However, optimal

performance requires fluency and proficiency, implying students should strive for scores above 90%.

To supplement this quantitative assessment, interviews were conducted with head teachers to explore their perspectives on students' academic performance. While various viewpoints emerged, concerns about reduced scores due to handwriting difficulties were evident. One head teacher noted that handwriting issues hindered students from fully expressing their knowledge, affecting overall scores.

These findings align with Edutopia (2016), emphasizing the importance of comprehensive skills beyond basic literacy and numeracy for students to navigate an evolving world. Strong performance in reading and writing signifies students' readiness to tackle real-world challenges, reflecting the quality of education received.

In contrast, the evaluation of accuracy in homework completion yielded an average mean (M) score of 3.97 and a standard deviation (SD) of 1.00, indicating that students frequently aimed for 80-89% accuracy in their homework. However, achieving accuracy in the 90% and above range was essential as homework required research and effort outside class. Head teachers and parent representatives highlighted factors such as family environment and parental support influencing students' ability to complete homework effectively.

Susanna (2017) also highlights the significance of accuracy in achieving cognitive goals. Accurate work not only showcases memorization but also underscores effective teaching assessments and the achievement of skills.

The research aimed to assess how well students adhered to teacher instructions, revealing an average mean (M) score of 3.57 with a standard deviation (SD) of 1.22. This score suggests that students frequently follow teacher instructions when working in groups. While this bodes well for academic performance, room for improvement remains. Head teachers' perspectives varied, with some suggesting that students' peer interactions and group dynamics influenced performance, underscoring the complex interplay of factors affecting student learning. In this context, Rimm-Kaufman (2010) highlights the value of grouping students for effective teaching when resources are limited, enhancing engagement and learning benefits.

The assessment of students' tendency to independently learn and grasp new material received an average mean (M) score of 3.56 with a standard deviation (SD) of 1.34, suggesting that students frequently take initiative in learning without teacher guidance. This skill complements students' adherence to instructions and accuracy in task completion. Head teachers and board representatives emphasized the

importance of proactive learning in boosting academic performance. Meek (2003) underscores the importance of accurate measurement and evaluation in assessing students' academic performance, which aligns with the research's findings on accuracy.

Furthermore, the research explored the level of students' concentration, yielding an average mean (M) score of 3.39 with a standard deviation (SD) of 1.33, indicating a lack of consistent concentration. Despite following instructions and displaying accuracy, maintaining quality concentration during lessons proved challenging for many students. Factors such as distractions and external pressures contributed to this phenomenon, as reported by head teachers and parent representatives. According to Anna (2019), concentration issues may stem from various sources, including lack of sleep and over-packed schedules. These factors can affect students' ability to focus in class.

Finally, the study evaluated students' attendance frequency and class participation, yielding an average mean (M) score of 3.67 with a standard deviation (SD) of 1.32, reflecting students' regular attendance and participation in classes. However, head teachers highlighted the impact of students' absenteeism on academic performance, noting instances where students skipped classes for various reasons, affecting their grasp of content. Larry (2020) emphasizes that true understanding precedes effective memorization. Students who focus on understanding concepts rather than rote memorization tend to achieve better outcomes in their studies.

In conclusion, the study's first objective examined various aspects of students' academic performance, highlighting factors like accuracy, adherence to instructions, and concentration that influence their achievements. The findings provided insights into students' strengths and areas for improvement, emphasizing the multifaceted nature of academic success.

Objective 2: Involvement of parents in Academic Performance of Students

The study's second objective aimed to elucidate the indicators of parental involvement in students' school lives. Seventeen criteria were evaluated. The results regarding parental participation in school health programs, including pregnancy checks and medical support, were assessed, yielding a mean score (M) of 3.23 and a standard deviation (SD) of 1.65, indicating a neutral response. This suggests a need for increased parental engagement in students' health matters. This lack of involvement could be attributed to the misconception that education matters are solely the state's concern, following the introduction of universal secondary education. Stakeholders, particularly parents, exhibited reluctance due to this shift. According to head teachers, many parents are called upon for meetings but do not endeavor to attend and moreover do not send apologies. According to head teachers,

if parents endeavored to support students and also adhere to the calls for meetings, many of the issues that interfere with acquisition of good grades by students would quickly be ironed out and a sustained record of excellent academic performance would be registered. In relation to these findings, Teodora and vansteenkiste (2016) revealed that many schools permit students to bring cell phones if they are switched off or on mute. Some schools prohibit students from using cell phones during school hours, while others permit them to use them between classes and during lunch. Allowing students to carry smartphones, on the other hand, can be troublesome.

Concerning resource provision, opinions from the Board of Governors (BOGs) highlighted gender-specific resource needs, with some members stating that female students required more financial support to prevent undesirable behaviors. However, head teachers countered this, asserting that male students misused funds on activities that hindered their academic focus. Nonetheless, parents' role in encouraging positive behavior change among students received a neutral rating ($M = 3.19$, $SD = 1.66$). Some parents acknowledged providing financial support for counseling sessions to address behavior concerns. In contrast, head teachers emphasized the importance of parental support in disciplining students who exhibit behavioral problems. Notably, parental involvement in monitoring students' teaching and learning activities, as well as their relationships with peers, yielded mixed results, with an average rating of 3.04 and 3.47, respectively. Regarding parental participation in regulating student conduct, providing educational resources, and ensuring school safety, the responses remained neutral, with mean scores ranging from 3.01 to 3.06. In contrast, parental support for students' participation in debates and discussions, as well as their involvement in co-curricular activities, were also perceived neutrally. However, parents were reported to have a positive impact on students' reading habits, as they encouraged reading at home ($M = 3.47$). These results collectively suggest varying degrees of parental engagement in different aspects of students' school lives. Prominent factors affecting parental involvement include cultural shifts, misperceptions about educational responsibilities, and gender-based resource needs. Parents' active involvement can play a crucial role in fostering students' academic success, behavior, and overall well-being. The study underscores the importance of aligning parents' roles with the school's efforts to create a conducive learning environment and promote positive student outcomes. Collaborative efforts between schools, parents, and other stakeholders are essential to ensure that students receive comprehensive support and guidance throughout their educational journey.

Objective 3: Impact of involvement of Parents on Academic Performance

The study's objective of examining the impact of parental involvement on academic performance utilized a dual approach for analysis. Initially, a multiple correlation analysis was conducted to establish the relationship between various aspects of

parental involvement and students' academic performance at UCE. Statistically significant scores were identified at a significance level of 0.01, as shown in Table 4.7. Simultaneously, a regression analysis was performed to provide insights into how parental involvement influences academic performance. In the regression model, statistically significant factors were determined at a significance level of ≤ 0.05 . It's worth noting that different studies can yield varying correlation coefficient values, as highlighted by Pritha (2022).

Correlation Analysis for Parental Involvement and Academic Performance: Pearson correlation analysis was employed to determine the statistical significance of items related to parental involvement in academic performance. Any item with a significance value of ≤ 0.01 was considered to have a significant statistical relationship with students' academic performance.

The study delved into various dimensions of parental involvement and their corresponding impact on students' academic performance. Firstly, it uncovered a robust and affirmative correlation ($r = 0.505^{**}$) between parental engagement in student health and academic achievement, translating to a substantial 50.5% enhancement in scholastic performance. This finding underscored the pivotal role of parents in their children's health and education, aligning with the assertions of Jones & Deutsch (2013).

Secondly, there emerged a moderately positive correlation ($r = 0.401^{**}$) between parental involvement in behavior modification and academic success, denoting a noteworthy 40.1% improvement in academic performance resulting from parental interventions addressing behavioral aspects. This observation resonated with Witebread's (2016) perspective, highlighting the influence of parent-child communication on language development.

Moreover, the study illuminated a moderate positive correlation ($r = 0.439^{**}$) between parental participation in learning-related responsibilities and academic performance. This connection implied that active involvement of parents in their children's educational pursuits yields a substantial 43.9% improvement in academic outcomes. This finding lent support to Jones & Deutsch's (2013) argument for schools to adapt to the unique needs of students.

Furthermore, parental engagement in ensuring students' safety and security exhibited a moderate correlation ($r = 0.485^{**}$) with academic performance, signifying a considerable 48.5% academic improvement linked to this vigilance. This result emphasized the indispensable role of a secure learning environment in fostering educational growth.

Additionally, there was a robust and affirmative correlation ($r = 0.501^{**}$) between parental involvement in embracing diversity and academic performance. This finding elucidated that parents' efforts in promoting diversity contributed significantly, amounting to a 50.1% academic enhancement. This aligned with Wanguise's (2013) emphasis on responsive parenting.

The study also unveiled a moderate positive correlation ($r = 0.463^{**}$) between parental participation in regulatory responsibilities and academic performance, attributing a 46% improvement to this involvement. This underscored the need for heightened parental engagement in guiding students' activities.

Moreover, parental involvement in monitoring teaching and learning activities exhibited a moderate positive correlation ($r = 0.446^{**}$) with academic performance, contributing to a 44.6% improvement. This finding highlighted the importance of parental oversight in the educational process.

Conversely, parental involvement in fostering positive student-to-student relationships showed a weak positive correlation ($r = 0.341^{**}$), indicating a 34.1% improvement in academic performance. A similar weak positive correlation ($r = 0.330^{**}$) was identified in the context of parental engagement in debates and discussions, signifying a 33% academic enhancement.

Furthermore, there emerged a moderate positive correlation ($r = 0.330^{**}$) between parental participation in co-curricular activities and academic performance, resulting in a noteworthy 42.2% improvement. The study emphasized the value of a holistic educational experience. Parental provision of writing materials was strongly correlated ($r = 0.530^{**}$) with academic performance, contributing significantly to a 53.7% improvement. In contrast, the surprising discovery was made that parental provision of reading materials exhibited a negative and weak correlation ($r = -0.216^{**}$), suggesting a 21.6% decline in academic performance when parents are tasked with supplying reading materials.

In addition, the study found a weak correlation ($r = 0.245^{**}$) between parental provision of counseling services and academic performance, with a 24.5% improvement. Similarly, parental involvement in disciplinary actions exhibited a weak positive correlation ($r = 0.203^{**}$), resulting in a 20.3% academic enhancement.

In summary, the study reveals that parents' involvement in the academic performance of students varies across different aspects. In terms of student health, parents are largely uninvolved, as indicated by a neutral rating. This suggests the need for increased efforts to engage parents in matters related to student well-being, as many parents mistakenly view education issues as solely the responsibility of the

state, leading to their reduced involvement. Ensuring a safe school environment requires parents to monitor student behavior and discourage deviant actions.

Involvement in learning-related responsibilities, such as purchasing uniforms and reading materials, is also neutral and is negatively affected by students' behavioral issues. Some parents may struggle with participation due to disruptive behavior and opposition to teachers and administration. Supporting educators is crucial, but some parents may neglect addressing their child's inappropriate behavior. Emphasizing safety and security is vital, including preventing students from going alone, avoiding delinquency, and steering clear of drug addiction.

Parents exhibit varying levels of involvement in diverse aspects of student life, school image, and regulatory responsibilities, often rated as neutral. Their participation in observing rules, monitoring teaching and learning activities, and student-student relationships receives neutral ratings as well. However, parents are rated as "agree" in their involvement in debates, discussions, and ensuring student participation in co-curricular activities. Their role in providing writing materials garners a strong positive correlation, contributing significantly to a 53.7% improvement in academic performance. Surprisingly, parental provision of reading materials shows a negative correlation, leading to a 21.6% decline in academic performance.

Overall, the study indicates that parents may not fully embrace their responsibilities toward students in school matters. To conclude, parental involvement in student health has a strong and positive correlation, leading to a 50.5% improvement in academic performance. Additionally, parental involvement in behavior change is moderately correlated with a 40.1% improvement. Parents' engagement in learning-related responsibilities results in a 43.9% improvement, while safety and security involvement contribute to a 48.5% enhancement. Parental involvement in diversity leads to a strong 50.1% improvement, and regulatory responsibilities correlate positively with a 46% improvement. Monitoring teaching and learning activities by parents leads to a 44.6% enhancement, while concern for student-to-student relationships contributes to a 34.1% improvement. Involvement in debating and discussion groups results in a modest 33% improvement, and co-curricular activities lead to a 42.2% enhancement in academic performance. Parental provision of writing materials significantly boosts performance by 53.7%, whereas reading materials exhibit a negative correlation, causing a 21.6% decline. Counseling services provided by parents contribute to a 24.5% improvement, and disciplinary actions lead to a 20.3% enhancement.

These findings underscore the significance of various aspects of parental involvement in influencing academic performance. While some areas show strong correlations, others indicate room for improvement in parental engagement to

further enhance students' educational outcomes. Collaborative efforts between parents and schools remain crucial in optimizing student success.

D. Conclusion

The study conducted in Luuka District to assess students' academic performance, particularly in reading and writing skills, revealed notable progress, with scores ranging between 80% and 89%. However, achieving scores above 90% necessitates enhanced fluency and competence, underscoring the need for further improvement. While students demonstrated a commendable 80-98% accuracy in their homework attempts, more rigorous research demands higher standards. The study identified concerning issues such as poor concentration and attendance, emphasizing the imperative of providing additional support to foster effective learning and mitigate these challenges. Furthermore, students' comprehension of question content before formulating responses emerged as a critical concern, signifying irregular academic achievements.

Regarding parental involvement, the study indicated a neutral rating for participation in school health programs, indicating the need for intensified efforts to engage parents in matters concerning student well-being. Similarly, parental engagement in learning-related responsibilities, such as acquiring uniforms and reading materials, was considered neutral and was adversely affected by students' behavioral issues. Some parents faced challenges due to disruptive behavior and conflicts with teachers and school authorities. Ensuring safety and security is imperative, including efforts to prevent students from venturing alone, deter juvenile delinquency, and combat drug addiction. In various aspects of student life, such as diversity, school image, and regulatory responsibilities, parents exhibited limited commitment to their roles.

Recommendations stemming from the study propose that the Ministry of Education and Sports should conduct extensive sensitization campaigns aimed at enlightening parents about the importance of their full engagement in all aspects of their children's education. The goal is to ensure that responsibility for declining student academic performance is shared not only by school stakeholders but also by concerned parents. Furthermore, it is recommended that parents participate in regular sensitization initiatives, which will foster a harmonious spirit and enhance their understanding of their diverse roles in their children's education. In terms of parental involvement in in-school programs, engaging with members of the board of governors is vital, as they represent a significant portion of parental presence in schools, and their effective engagement is crucial to addressing these issues comprehensively.

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