

**THE ASSESSEMENT OF PARENTAL INVOLVEMENT IN ACADEMIC
PERFORMANCE OF PRIMARY PUPILS IN UPPER KAUGA VILLAGE, MUKONO
DISTRICT**

DENIS STEPHEN ARIKOSI

S23B15/008

**A DISSERTATION SUBMITTED TO THE SCHOOL OF SOCIAL SCIENCES IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF A DEGREE OF BACHELOR
OF SOCIAL WORK AND SOCIAL ADMINISTRATION OF UGANDA CHRISTIAN UNIVERSITY**

May, 2026



**UGANDA CHRISTIAN
UNIVERSITY**

A Centre of Excellence in the Heart of Africa

DECLARATION

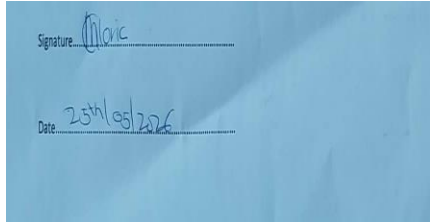
I, Arikosi Denis Stephen, hereby declare that this dissertation is my original work and has never been submitted to any institution of higher learning for any academic award.

Signature..... *AS* Date..... 25th / 05 / 2026
ARIKOSI DENIS STEPHEN

APPROVAL

This dissertation is presented by Arikosi Denis Stephen on the topic titled “Assessment of Parental Involvement on the Academic Performance of Primary School Pupils in Upper Kauga Village, Mukono District” was approved and supervised by

MADAM GLORIA MUSANASE



Signature: Glacia
Date: 25th/05/2026

DEDICATION

This dissertation is dedicated to the Almighty God for His grace, wisdom, and strength throughout my academic journey.

I also dedicate this work to myself for the determination, patience, and resilience I showed in completing this study.

Special dedication goes to my parents for their love, sacrifices, prayers, and unwavering support throughout my education.

Finally, I dedicate this work to my supervisor for the guidance and academic support offered throughout this research journey.

ACKNOWLEDGEMENT

I am grateful to the Almighty God for his strength, wisdom and guidance in this study. Apart from the above, I would like to thank myself for the effort, patience and commitment that I had put into completing this dissertation. Special appreciation to my supervisor for guidance, advice and support to improve this work. Last, but not least, I express my gratitude to my parents and friends for the encouragement, prayers and financial support I have received during my studies.

TABLE OF CONTENTS

Table of Contents

DECLARATION	i
APPROVAL	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS.....	v
ABSTRACT.....	viii
CHAPTER ONE	1
INTRODUCTION	1
1.0 Introduction.....	1
1.1 Background of the Study	1
1.2 Problem Statement.....	2
1.3 Purpose of the Study	3
1.4 Objectives	3
1.4.1 General Objective	3
1.4.2 Specific Objectives	3
1.5 Research Questions.....	3
1.6 Significance of the Study	4
1.7 Justification of the Study	4
1.8 Scope of the Study	5

1.9 Content Scope	5
1.10 Time Scope	5
1.11 Conceptual Framework.....	5
CHAPTER TWO: LITERATURE REVIEW	8
2.0 Introduction.....	8
2.1 Theoretical Framework.....	8
2.2 Theories of Family Involvement: Epstein's	8
2.3 Socio-Economic Influences	14
2.4 Literature Gap	14
CHAPTER THREE: METHODOLOGY	15
3.0 Introduction.....	15
3.1 Research Design.....	15
3.2 Study Area	15
3.3 Study Population.....	16
3.4 Sampling techniques and sample size.....	16
3.4.1 Purposive Sampling:	16
3.4.2 Snowball Sampling:.....	16
3.5 Sample Size.....	17
3.6 Data Collection Methods	17
3.6.7 Data Collection Tools	17
3.7.1 Interview Guide:	18

3.8 Data Collection Procedures.....	18
3.9 Ethical Considerations	20
CHAPTER FOUR: THE GATHERING OF DATA, ITS ANALYSIS AND INTERPRETATION OF FINDINGS.....	21
4.0 Introduction.....	21
4.2 Provision of Scholastic Materials	22
4.3 Supervision of Homework	23
4.4 Involvement of Children in Decision Making	24
4.5 Support for Parents in the School Community	24
4.6 Teaching and Awareness Building for Parents	25
4.7 Involving Children in Decision Making	25
4.8 Discussion of Findings.....	26
CHAPTER FIVE	27
5.0 Introduction.....	27
5.1 Summary of Findings.....	27
5.2 Conclusion	28
5.3 Recommendations.....	28
References.....	30
Appendices.....	30
INTERVIEW GUIDE	32

ABSTRACT

This study examined parental involvement and the academic performance of primary school pupils in Upper Kauga Village, Mukono District. The study was guided by three objectives which included examining how parental involvement influences academic performance, identifying factors limiting effective parental involvement, and establishing strategies for improving parental participation in education in order to enhance pupils' academic performance.

The study adopted a qualitative case study research design. A total of 25 participants were involved in the study, including parents or guardians, teachers, and community leaders. Participants were selected using purposive and snowball sampling techniques. Data were collected using semi-structured interviews, focus group discussions, and document review methods. The collected data were analyzed thematically according to the study objectives.

The findings revealed that parental involvement positively influenced pupils' academic performance through provision of scholastic materials, supervision of homework, monitoring school attendance, communication with teachers, and emotional support. Pupils whose parents were actively involved in their education demonstrated improved classroom participation, better discipline, increased confidence, and improved academic performance. However, the study also established that effective parental involvement was limited by several factors including poverty, low levels of parental education, limited time due to work responsibilities, weak communication between schools and parents, and negative attitudes toward education. The study concluded that parental involvement plays a significant role in improving academic performance among primary school pupils in rural communities.

The study recommends strengthening communication between schools and parents, sensitizing parents about their educational responsibilities, organizing regular school meetings, improving guidance and counselling services, and promoting community support programs in order to improve parental involvement and academic performance among learners.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the background study, problem statement, purpose of the study, research objectives, research questions, justification of the study and references. The study focuses on assessment of parental involvement on academic performance of primary pupils in Upper Kauga

1.1 Background of the Study

Parental involvement in education has widely been recognized in educational research as an important factor influencing learners' academic performance. In the past, education was mainly viewed as the responsibility of schools and teachers, while parents were expected to provide only basic necessities such as food, clothing, shelter, and school fees. However, contemporary studies have shown that learners perform better academically when parents actively participate in supporting their education both at home and at school (Castro et al., 2015).

According to Castro et al. (2015), parental involvement in Education refers to the various ways parents take part in their children's education. These may include helping learners with homework, monitoring attendance, communicating with teachers, attending school meetings, and motivating children to value education. This type of support helps learners build confidence, motivation and good academic results, while fostering good discipline. The study also clarifies that students whose parents are involved with their education have better academic outcomes than those who are not.

Parental involvement is an important aspect of education in developing countries, where schools often struggle with factors like staffing shortages, under-resourced classrooms, and limited materials. Under those circumstances, the home environment becomes an essential component of the educational process in school, according to Castro et al. (2015). Parental support is therefore crucial to supporting what is learnt in school and to the likelihood of success in the classroom.

The implementation of Universal Primary Education (UPE) brought about in the area resulted in improvement of access to education and school enrollment rates. Notwithstanding this progress, many primary schools are still beset with problems like inadequate skills in literacy and numeracy among the learners, low learner attendance and poor academic performance. According to the Ministry of Education and Sports (MoES, 2021), it is one of the reasons for these educational problems that parents are not involved, or not involved in all, in their children's schooling. With increased enrolment in schools, learning outcomes in many schools, particularly in rural areas, are not adequate.

Parental involvement in rural settings can be influenced by parents' educational attainment, income and work obligations etc. Parents who are not educated may find it hard to assist their children with schooling, and parents working in the informal sector and/or in agriculture may not have sufficient time to supervise their children's schooling. These situations have an impact on the nature and level of parental involvement which in turn impacts on learners' attainment outcomes, as explained by Boonk et al. (2018).

Very little research has been conducted to look at the impact of parental involvement on pupils' achievement in Upper Kauga Village. While national studies and reports offer broad based information on the challenges of education in Uganda, little study has been conducted on the linkage between parental involvement and performance of their children at the local village level. This leaves a knowledge gap that needs to be filled.

1.2 Problem Statement

The importance of parents in improving learners' academic performance is well known. Research indicates that pupils do better if parents are involved in their learning, whether that's by checking homework or keeping in touch with teachers, and keeping them up to date on attendance (Boonk et al., 2018; Castro et al., 2015). Yet, there are many primary schools that are still producing low academic performance, even after the awareness was created.

Report cards indicate that problems are still prevalent in primary schools in Uganda. More than 40% of learners are not reaching expected standards in reading or writing and/or numeracy in some rural areas, according to the Ministry of Education and Sports (MoES, 2021). The report

also shows that absenteeism and poor academic performance continue, partly because of the lack of parent participation in their children's learning, particularly in rural areas.

While Universal Primary Education is bringing children to school in Mukono District, the performance of the children in school is not uniform. There is less specific information about parents' involvement in supporting their children's learning and the impact on children's learning in rural settings like Upper Kauga Village.

Therefore, it is not clearly established how parental involvement influences the academic performance of primary school pupils in Upper Kauga Village, Mukono District.

1.3 Purpose of the Study

Assessment of Parental Involvement in Academic Performance of Primary Pupils (Upper Kauga Mukono District)

1.4 Objectives

1.4.1 General Objective

To assess parental involvement in academic performance of primary pupils

1.4.2 Specific Objectives

The study will be guided by the following qualitative research objectives:

1. To examine how parental involvement influences the academic performance of primary pupils in Upper Kauga Village, Mukono District.
2. To identify the factors limiting effective parental involvement in the education of primary pupils in Upper Kauga Village, Mukono District.
3. To establish possible strategies for improving parental involvement in order to enhance academic performance of primary pupils in Upper Kauga Village, Mukono District.

1.5 Research Questions

1. How does parental involvement influence the academic performance of primary pupils in Upper Kauga Village, Mukono District?

2. What factors limit effective parental involvement in the education of primary pupils in Upper Kauga Village, Mukono District?

3. What strategies can be used to improve parental involvement in order to enhance academic performance of primary pupils in Upper Kauga Village, Mukono District?

1.6 Significance of the Study

This study is important to key stakeholders in primary education in Upper Kauga Village, Mukono District because it helps parents and guardians understand the role they play in influencing pupils' academic performance through activities such as supervising homework, ensuring regular school attendance, and communicating with teachers, all of which support better learning outcomes. It also benefits teachers by providing insight into how parental involvement can be strengthened to improve learners' academic achievement through closer cooperation between the school and the home environment. Furthermore, the study serves as a useful reference for future researchers by providing locally based information on the relationship between parental involvement and academic performance in Upper Kauga Village, which may support further academic studies in similar contexts.

1.7 Justification of the Study

This study is justified by the persistent problem of low academic performance among primary school pupils in rural areas such as Upper Kauga Village, Mukono District, even after the introduction of Universal Primary Education. The Education-report statistics from the Ministry of Education and Sports, have been pointing to continued problems in literacy and numeracy in the schools, high absenteeism and overall poor performance by learners, in part, linked to low involvement of parents in learners' education. While there are many studies on parental involvement at larger scales, there is not much specific research conducted in Upper Kauga village of Mukono district in the rural areas. This means that there is a lack of understanding about the direct impact of parent participation on pupils' achievement in this area. Hence, this study is needed in order to produce findings that are relevant to the parents, teachers and stakeholders in education to facilitate parental involvement and improve the academic performance of primary school students.

1.8 Scope of the Study

Geographical Scope

The study was carried out in the Upper Kauga Village of the Mukono district, Central region of Uganda. It was chosen because it has a mix of primary school aged children from various social and economic backgrounds, allowing for some studies to be conducted on parental involvement and pupils' academic achievement. The study examined the Upper Kauga community's parents, primary pupils, teachers and school leaders.

1.9 Content Scope

This study was conducted on parent participation and pupils' academic success in the primary level. It looked specifically at the types of parental involvement, including the giving of school resources, the watching and learning homework, monitoring school attendance, attendance at school meetings, communication with teachers, encouraging children and providing a supportive home-learning environment. It also examined the impact of such practices on pupils' achievement, and the barriers to effective parental involvement. The study did not attempt to identify all factors that could contribute to academic performance, but focused primarily on parental involvement as a factor.

1.10 Time Scope

The study period for the research was within the academic year of study.

1.11 Conceptual Framework

Conceptual framework in a dissertation is a design that is used to relate the key study variables and the influence of the variables on the study's results. The framework used in this study is independent variable (parental involvement) and dependent variable (academic performance) and intervening or moderating variable (factors that influence the relationship between parental involvement and academic performance).

Parental involvement is all the ways parents/guardians can help their child's learning. This involves giving the child studying resources, attending school, being consistent with school attendance, checking homework, attending school meetings, joining in with parent-teacher

discussions, communicating with teachers, and providing emotional and motivational support. It also involves setting up an environment at home that is conducive to study and minimizing distractions.

Academic performance is the extent to which Primary School pupils are successful in their learning. Measured in classroom, tests, examinations, literacy skills and numeracy skills. However, in Ugandan primary schools, the most common method of assessing academic performance is by conducting end of term exams and national exams.

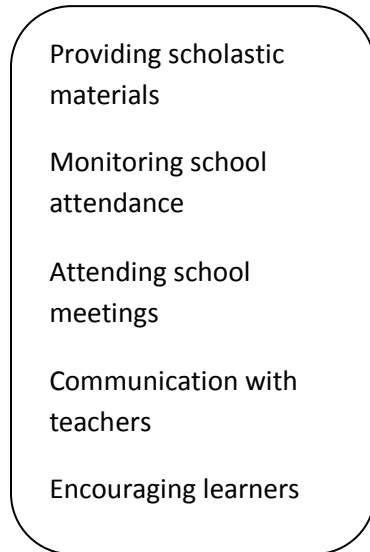
Conditions that affect the effects of parental involvement on academic performance are called moderating or intervening factors. These encompass the level of parent's education, income, and time, availability of quality teachers, teaching materials, and support within the context of the school. Parents' involvement and academic achievement can be positively or negatively undermined by these factors.

The framework indicates that greater parental involvement generally has a positive impact on the performance of primary school children in their studies. But, home and school conditions will play a role in this relationship. Parental involvement is more likely to yield positive academic results when both school and home is engaging.

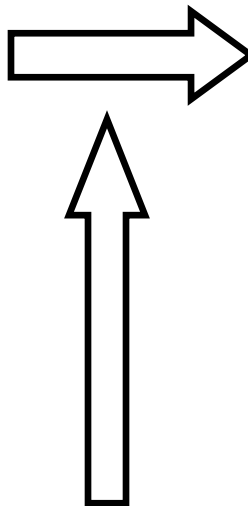
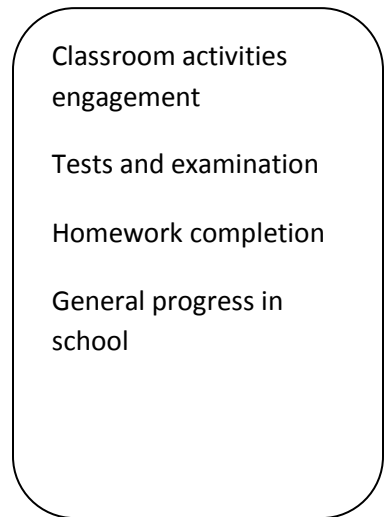
The general conceptual framework shows that performance of the students in the school is affected by parental involvement together with the synergistic interaction between the home and school environment in Upper Kauga, Mukono District.

Relationship between variables

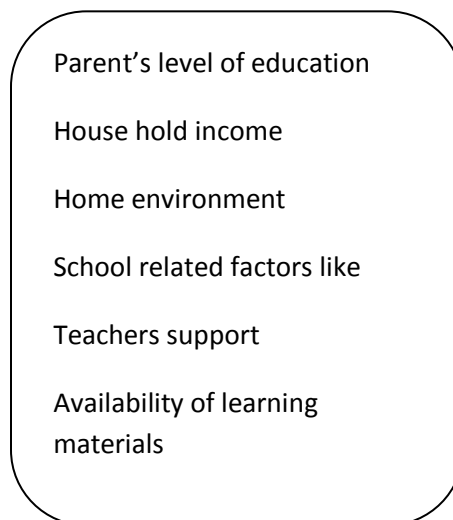
Independent variable



Dependent variable



Intervening variable



CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter contains a thorough examination of existing research on the nature of parent involvement and its final outcomes on primary school children's achievement. The review is structured in terms of the specific objectives of the study and is well anchored in the existing theory. The section focuses on the analysis of past empirical studies, thereby questioning current trends of doing research and identifying gaps in knowledge particularly in a rural setting of Upper Kauga Village in Mukono District.

2.1 Theoretical Framework

This study conceptualizes upon two main theories: Epstein's theory of parental involvement and Bronfenbrenner's ecological systems theory. These two approaches have been widely used in modern educational studies, as they are useful in accounting for the specific processes involved in the family's role in education and the larger context of family life that influences child growth and school achievement.

2.2.2 Theories of Family Involvement: Epstein's

Epstein (2018) has developed a theoretical framework at the foundation of parental involvement that identifies six dimensions of parental involvement: parenting, communication, volunteering, learning at home, decision making, and working with the broader community. All of these dimensions provide a different path by which families can be involved in the mainstream education of their children.

Parenting: This first dimension is about the stable, nurturing environments created in the home and which support learning. If a child's basic needs (safety, consistency, discipline, and nurturing) are met at home, he or she will be better equipped emotionally and mentally to learn in the classroom, as Epstein (2018) emphasizes.

Communication. This element focuses on the important bi-directional exchange of information between home and school. Epstein (2018) emphasizes the importance of ongoing and continual communication so parents always know what is happening in their child's academic career, behavioral shifts, and specific challenges in the classroom, and are able to provide targeted support at home.

Physical and supportive presence of parents in school activities from general sport days to parent meetings towards direct support in class. The theory is that this interaction enhances the linkage between families and schools and fosters a sense of shared responsibility for student achievement.

Learning at home: This aspect is directly and immediately related to academic outcomes. It includes parents helping with homework, organizing revision timetables, fostering reading habits and organizing daily study routines. Epstein (2018) argues that parents who have a hands on role in the learning process at home help to strengthen what their children learn in school, and enhance their ability to retain knowledge of the material over time.

Decision Making. This refers to the involvement of parents in formal school governance and leadership (e.g. local committees, parent-teacher associations). This level of engagement allows parents to make direct contributions to the development of institutional policies and to voice their opinions about decisions that will impact the learners.

The final dimension is about working in partnership with the Community, with a focus on fostering a bridge between schools, families and neighborhood organizations. These wider community links also complement the wider educational safety net, bringing in additional resources and support systems for the pupils (Epstein, 2018).

To recap the main point of this model is that primary school children make the most when their families participate in more than one aspect of this model and not just in one.

Bronfenbrenner's Ecological Systems Theory

Bronfenbrenner's (2019) suggests that the general social context is modeled as child development being the direct product of continuous interaction between the child and the multiple layers of environmental systems they encounter. These concentric systems have a significant impact on a child's development, learning and functioning in school.

The Microsystem. This is the system that is the child's closest to them, which is mainly the family system and the immediate school environment. In this layer, the most direct and strongest impact is made on the developmental trajectory of a pupil by the interaction between pupils and their parents or care givers, and between the pupil and the teacher.

The Mesosystem. This system examines the connections and interactions that occur among the components of the microsystem, especially the direct connections between a child's parents and parents' teachers. When there is good communication and collaboration between home and school, children feel they have a "whole child" support system and of course this encourages better behavior and performance in the classroom. (Bronfenbrenner 2019)

The Exosystem. This system involves external environments which are not in direct contact with the growing child but can affect his/her life indirectly. One of the main ones is a parent's work environment. If parents work long hours, earn low wages or have very unstable work, they are unable to make significant time to attend school functions or supervise home study.

The Macrosystem. This is the outer most system that includes the values, economic realities, and ideological beliefs of the larger culture. This encompasses attitudes towards formal education, poverty indicators, and education systems policies at national level. In societies where formal education is an important part of the school experience, it is hardly surprising that parents are meaningfully engaged; in communities where the structural resources are lacking, it is quite possible that parents are meaningfully engaged in a severely constrained way due to competing economic pressures.

It is important to the current research that this ecological approach demonstrates that parental engagement is not simply a function of personal choice and desire but rather a variable profoundly influenced by environmental pressures and systemic realities in rural areas, such as Upper Kauga Village.

The relevance of the theoretical framework is discussed. The relevance of the theoretical framework is discussed.

The strategic combination of these two models provides a more comprehensive concept of family engagement in education. Epstein (2018) devotes much of his attention to the precise ways in which parents engage with schooling, but Bronfenbrenner (2019) provides a clearer understanding of how wider socio-environmental conditions impact on, and elicit, those same behaviors. They complement one another in their ability to elucidate the exact dynamics whereby parental involvement, in the end, shapes primary school students' learning outcomes in Upper Kauga Village.

There are different ways for parent involvement in primary school education.

Very broadly speaking, parental involvement is the parents' engagement in supporting their children's learning experiences in a variety of activities in the home and at school. According to the literature in modern times, these practices are generally divided into three types: home-based involvement, school-based involvement and direct communication with teaching staff (Boonk et al., 2018).

Home-Based Involvement

Home based involvement refers to everyday activities, like supporting children with homework, helping with revision for exams, reading together and buying extra learning resources. Families who can sustain learning in their homes better enable pupils to understand what they are learning in the classroom (Boonk et al., 2018), as there is extra learning and thinking outside of school.

Building on this concept, Fan and Chen (2017) argue that if there is consistent supervision of schoolwork, the resulting personal discipline is directly linked to improved academic outcomes, and regular, structured study habits. On the other hand, Dumont et al. (2019) warn that over-involvement (e.g., parents directly doing tasks for their students) may have a negative outcome by diminishing a student's independence and ability to problem-solve.

In this regard, Kakaire (2019) noted that pupils whose parents actively and proactively monitored their home studies outperformed other pupils who were not monitored by their parents, thus emphasizing the importance of engaging with children's home learning.

School-Based Involvement

School-based involvement involves moving the emphasis in the direction of physical involvement within the institutional context: attending PTA meetings, participating in school activities, and directly contributing to school decision-making processes. This particular level of engagement reinforces relationships between school and house, and helps to track students' progress much more precisely, as Goodall (2017) explains.

This is true, too, of institutions that have high levels of parental involvement, as shown by research from Sheldon and Epstein (2018), which found significant gains in student achievement and decreased school drop-out rates in such schools, largely because teachers and parents worked together on the front lines. However, a localized UNICEF Uganda assessment (2020) reveals a more extreme picture in rural areas, where the reasons for low parental participation in school functions are financial hardship and lack of awareness of the institutions.

Parent-Teacher Communication

A key aspect of tracking a learner's academic journey and behavioral development is maintaining open dialog with their families and educators. Hill and Tyson (2019) suggest that frequent and consistent communication can help families identify early learning needs and facilitate the appropriate pedagogical intervention at the right time.

This is in line with findings by Nyaga (2018) which shows that pupils whose parents have a regular correspondence with the teachers consistently achieve higher than those whose parents have limited contact with teachers. The Ministry of Education and Sports (MoES, 2021) however notes that in rural areas of Uganda these communication links are often severely affected by the lack of access to digital communication tools and geographical distances.

The issues related to parental involvement

Jeynes (2018) identifies a number of structural barriers to a family's educational involvement, such as a lack of understanding about what the school expects of parents, low levels of adult literacy, time poverty, and systemic poverty. According to Oketch (2016), for instance, parents with no formal literacy may feel inadequate in facing academically-related challenges and this will make them remove themselves from the direct education involvement.

Adding to this, the World Bank (2020) reports that in many communities in developing countries, cultural norms mean that the whole responsibility for education is left to professionals, and this also discourages proactive parent involvement. These converging problems are especially focused in rural areas where economic and educational security is the least.

About the impact of parent involvement on student achievement.

Many empirical studies have identified parental involvement as a fundamental ingredient of the student success story as summarised by Jeynes (2018). As families are clearly engaged in their children's education, learners' academic marks are invariably higher, social behavior is responsible, and attendance in school is steady.

Academic Achievement

Castro et al. (2015) found that direct parental support in reading literacy, homework assistance, and exam preparation directly improves primary school readers' and writers' foundational literacy and numeracy skills when analysing specific skill acquisition. This is reinforced by Fan and Chen (2017) who found a strong and statistically significant positive correlation between parental engagement and ultimate achievement.

Motivation and Attitude towards Learning

From a psychological perspective, Hoover-Dempsey and Sandler (2017) argue that the parents' emotional encouragement has a positive effect on a learner's internal motivation, academic self-confidence and overall interest in school activities. From the data that is available in the region, Mushi (2019) also found that parental support systems in Tanzania had a significant impact on daily classroom participation and successfully reduced dropouts among students.

Behavior and Discipline

Last, but not least, Sheldon (2018) argues that when families are engaged in the school, there is a strong disincentive to being chronically absent and engaging in inappropriate behaviors. This trend was confirmed locally by Nsubuga (2020) who found that, within the context of Uganda, children whose parents were engaged were much more likely to uphold rules of the institution and attend school daily, compared to those whose parents were less engaged.

2.4.4 Socio-Economic Influences

Jeynes (2018) explains that poverty and low parental education levels reduce the effectiveness of parental involvement. UNICEF Uganda (2020) adds that despite parents' willingness, economic constraints limit their ability to fully support learning. However, Hill and Tyson (2019) argue that even basic involvement such as encouragement and attendance monitoring can still positively influence academic outcomes.

2.5 Literature Gap

Although several studies have examined parental involvement and academic performance, most of them focus on urban or well-resourced schools. Limited research has been conducted in rural communities such as Upper Kauga Village. Additionally, many studies generalize parental involvement without considering the influence of local socio-economic and cultural conditions.

In rural Uganda, challenges such as poverty, low literacy levels, and weak school-home communication systems affect how parental involvement is practiced. Therefore, this study seeks to fill this gap by examining the forms of parental involvement and their influence on academic performance among primary school pupils in Upper Kauga Village, Mukono District.

Conclusion

This chapter has reviewed literature on parental involvement and academic performance. It has shown that parental involvement plays a significant role in improving learners' academic outcomes through both home-based and school-based support. However, its effectiveness is influenced by social, economic, and environmental factors. The review also identified a gap in rural-based studies, which this research aims to address.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter outlines the methods that were used to conduct the study on parental involvement and the academic performance of primary school pupils in Upper Kauga Village, Mukono District. It explained the research design, study area, study population, sampling methods, sample size, data collection methods and tools, data collection procedures, strategies used to ensure trustworthiness, and ethical considerations. The chapter was intended to show how the study was carried out in a clear, organized, and ethical way.

3.1 Research Design

The study adopted a qualitative research design to explore the views, experiences, and opinions of participants regarding parental involvement in children's education.

This design was appropriate because it enabled the researcher to understand the issue from the participants' own experiences and within their natural setting (Creswell & Poth, 2018). It also helped the researcher to gather detailed information on how parental involvement influenced pupils' academic performance.

The study used qualitative case study design. This design was appropriate because it helped the researcher to collect detailed information about parental involvement and its influence on academic performance of primary school pupils in upper Kauga village, Mukono district .the design also enabled the researcher to obtain participant's view, experiences and opinions regarding parental involvement in education

3.2 Study Area

The study was conducted in Upper Kauga Village, Mukono District, Uganda. The area is largely rural, and the majority of residents depend on subsistence farming and small-scale businesses for survival. Schools in the area experienced several challenges, such as limited teaching and learning materials, low levels of parental education, and financial hardships among families.

This area was selected because it provided a suitable rural setting for examining how social and economic conditions influenced parental involvement in education and, in turn, affected pupils' academic performance.

3.3 Study Population

The study population were those who had direct involvement or knowledge about the education of primary school pupils in Upper Kauga Village. This comprised parents/guardians, school teachers in primary schools, and community leaders (where applicable).

Kumar (2019) defines a study population as the "entire population from which the data is gathered". The sample size of the selected participants was deemed appropriate because they were able to give valuable and diversified information pertinent to the study.

3.4 Sampling techniques and sample size

The sampling technique employed in the study is non-probability sampling technique including purposive sampling and snow ball sampling.

3.4.1 Purposive Sampling:

This process was adopted to ensure that participants had a relevant knowledge and experience with pupils' education that was intentional. The teachers were selected due to their professional status in the school and the parents were selected because of their active involvement in their children's learning. According to Creswell and Poth (2018), purposive sampling works best in qualitative research studies where the researcher is seeking rich and relevant information from the participants that can help answer the research questions.

3.4.2 Snowball Sampling:

This was done as a way of finding additional respondents by recommendations from the initial respondents. It was particularly helpful for accessing parents who were not readily identifiable in the initial phases of the study.

These sampling methods were appropriate as qualitative studies focus on gaining in-depth information rather than on representation in numbers.

3.5 Sample Size

A total of 25 participants (15 parents/guardians, seven teachers, and three local community leaders) were involved in this study.

The size of the sample was deemed appropriate because it allowed the researcher to gather sufficient, detailed data and still maintain manageability of the data. The number of participants was determined by the principle of data saturation, which is when no new ideas or information were emerging (Guest et al., 2020).

The methods and tools used for data collection. The data collection techniques and instruments.

3.6 Data Collection Methods

Triangulation of data was achieved by using several qualitative data collection methods to acquire rich and reliable data.

3.6.1 Semi-Structured Interviews

Parents, teachers and head teachers were interviewed, using a semi-structured method. This allowed the researcher space to probe further with questions in addition to the participants offering their interpretation in an open and detailed manner. It also enabled the researcher to delve into a further level of understanding as needed.

3.6.2 Focus Group Discussions (FGDs)

Selected parents took part in focus group discussions. The discussions provided a forum for participants to share their experiences, discuss their opinions and perspectives, and exchange challenges they face with parents regarding their involvement in education.

3.7 Data Collection Tools

The following tools were used in collecting data:

3.8 Interview Guide

An interview guide, which was semi-structured, was prepared in accordance with the objectives of the study. It included a series of questions and prompts to guide the interview process, while also providing participants with some room for flexibility.

The Focus Group Discussion Guide is designed to help guide the focus group discussion.

The aim of this guide was to help focus discussion around the study topic and to provide an opportunity for all participants to contribute.

Document Review Checklist:

A checklist was used to help the researcher systematically collect and record relevant information from school documents.

Audio Recorder and Notebook:

Interviews and discussions were recorded using an audio recorder (with the consent of participants) to increase the accuracy of the information gathered, and notes were taken in a notebook for observations and key field notes.

Kvale (2018) writes that tools that are carefully developed will enhance the quality and consistency of qualitative data.

3.9 Data Collection Procedures

The process for data collection was well organized.

The researcher has created the data collection instruments and obtained permission from relevant academic and local authorities. A letter of introduction was then presented to the local leaders, school administration and other responsible officials to obtain permission for the study.

Once permission was obtained, the participants were selected by purposive sampling and snowball sampling technique. A time and date were then set for participants to interview and participate in focus group discussions.

Interviews were held in an interview location that was comfortable and quiet so that the participants could speak their minds without being interrupted by others. The discussions in the focus groups took place in an appropriate school or community setting. Document review was carried out in schools after receiving permission from the school administration.

Audio recordings and written notes were used with an audio recorder to document all interviews and discussions. All the collected data was stored with confidentiality and the analysis was facilitated.

The study is conducted with quality control, also known as the trustworthiness of the study.

To make sure the results of the study were credible and trustworthy, several measures were taken.

Credibility

The truth and accuracy of the findings is considered 3.6.1Credibility. This was achieved by carrying out extended interaction with participants, triangulation of data sources including interview, focus group discussion and document checking, and member checking by participants to validate the accuracy of the information they were given.

The consistency of the findings of the study is called Dependability. This was achieved by maintaining a log of the research process, which covered the methods employed, the activities carried out and the decisions that were made throughout the research study.

The researchers have used the term conformability in response to the question as to whether the findings were based on the participants' views or the researchers' bias. In response to this question 3.6.3, the researchers use the term conformability to indicate the level of conformability that the findings were based on the participants' views, and not on the researchers' bias. This was done by properly documenting field notes, recorded interviews, and direct quotes from the participants.

Transferability: How applicable the results are to analogous contexts. This was achieved by providing a detailed description of the study area, the participants and the procedures to allow the reader to assess the relevance of the results in other contexts.

3.10 Ethical Considerations

Ethical considerations were adhered to during the study to secure the integrity of the study and safeguard the participants.

Informed consent: Participants informed about purpose of study, procedure and potential benefits before consenting to participate. Their permission was received prior to data collection.

Confidentiality: Participant information was kept confidential and data collected were stored securely.

Anonymity: Participants' identities were not revealed in the final report. Data were analyzed and presented anonymously.

Voluntary Participation in the study was completely voluntary and they were free to withdraw from the study at any time without any penalty.

CHAPTER FOUR

THE GATHERING OF DATA, ITS ANALYSIS AND INTERPRETATION OF FINDINGS.

4.0 Introduction

The findings of the study on parental involvement and academic performance of primary school pupils in Upper Kauga village of Mukono District are presented in this chapter. The results were gathered through interviews, focus group discussions and observations within the community with parents, teachers and local leaders. The chapter shows the results based on the purpose of the study.

The researcher gathered data through direct contact with the community and with the parents, teachers, and community through visits. Questions were posed on how parents engage in their children's education and life, the challenges they face and possible ways of improving parental involvement in improving academic performance of primary school children.

Twenty-five participants were involved in the study: 15 parents/guardians and 7 teachers and 3 community leaders.

Participants' demographic information is presented below

Categories of participants

Category of participants	Number of participants
Parents	15
Teachers	7
Community leaders	3
Total	25

The Upper Kauga Village men and women were included in the study. The majority of the parents interviewed were engaged in small business and farming. A few participants had received primary education, and others had received little or no formal education.

The results indicated that most parents had a high value for education, but were faced with various constraints including poverty, lack of educational qualifications and limited time that inhibit their participation in child's education.

How Parental Involvement relates to Academic Performance: 4.2 It is concluded that parental involvement affects academic performance.

The first aim of the study was to explore the role of parental participation on academic performance of primary school children in Upper Kauga Village.

Results indicated that parental involvement has a positive impact in different ways on student achievement.

4.1 Provision of Scholastic Materials

The majority of participants discussed that children are better academically if their parents are able to provide them with school needs like books, pens, uniforms, and school fees.

One teacher stated:

Children with books and all the necessary paraphernalia of school tend to focus more on the lesson when in school than those without the paraphernalia.

Also, parents said that if the children are supported with school materials then they are motivated to attend school regularly.

Illustration 2: Relationship between Scholastic Materials Provided and Academic Performance

Child Attends School Regularly → Improved Concentration → Better Academic Performance →
Parent Provides School Materials

The results revealed that children who did not have any school materials would be absent from lessons and would not do well in school.

4.2 Supervision of Homework

The study revealed that there were some parents who monitored homework and revision in the home. Teachers reported that pupils who had parents who supervised their homework tended to do their homework promptly and to do well in tests.

One parent explained:

I don't really remember studying much, but I always ask my child if he/she has done the homework before sleeping to bed.

However, the parents in some cases confessed that they were unable to assist their children in their studies due to their inability to read and write.

Parents and teachers communicate effectively with each other.

The study concluded that parents' understanding of their children's progress and discipline was helped by communication between parents and teachers.

Instructors reported that parents who were often in school or involved with the teacher were able to pick up on issues that were affecting their children in the early stages.

Illustration 2: Parent-Teacher Communication

Parent Communicates with Teacher → Child's Weakness Identified Early → Guidance and Support Provided → Improved Academic Performance

The results also revealed that poor communication between schools and parents had a negative impact on learners due to some parents' lack of follow up with school.

A supportive and guidance framework that is emotional.

The study showed that those children that were encouraged and emotionally supported by their parents were more confident towards school activity.

One community leader said:

“As some children become uninterested in school since they do not seek guidance from their parents, they need encouragement from the parents.”

The participants reported that in the process of learning, emotional support is provided so that learners can be more confident, disciplined, and interested in learning.

4.3 Involvement of Children in Decision Making

The results indicated that children's performance was better when parents participated in education-related family discussion and decision making.

When parents take children's opinions into consideration about school, some participants said that it makes them feel valued and motivated.

One parent stated:

If parents listen to what children say and guide them properly, children will be responsible and serious in their studies.

The Study concluded that the participation of children in the decision-making process is beneficial to the best interest of the child and helps to build trust between the children and parents.

4.4 Support for Parents in the School Community

This second goal of the study was to determine the factors which would hinder effective parental involvement.

Goal: To enhance parental involvement. Objective: To implement strategies to improve parental involvement.

The goal of the third study was to identify strategies that will increase parental involvement and increase academic performance.

4.4.1 Teaching and Awareness Building for Parents

Most of the participants suggested educating the parents of the responsibilities in children education.

Teachers explained that many parents do not really understand the importance of the following things: Monitoring homework, attending meetings and communicating with teachers.

One teacher stated:

Ongoing sensitization of parents should be conducted since they believe that “education is the responsibility of the teacher only.”

The results indicated that parental education can enhance supervision of children and parent-school relationship.

4.4.2 Involving Children in Decision Making

Parents should engage children in decisions that impact their education and well-being, the participants recommended.

The study found that children are more accountable and more motivated to learn when they are part of any conversation related to school and discipline.

The school environment needs to be improved. Improve school environment (4.4.3)

The participants also suggested the improvement of school environments for the benefit of learning.

The results showed that parents were looking for schools to have discipline, responsible teachers, and good learning conditions.

Community leaders noted the importance of collaboration among schools, parents, and supporting a positive learning environment.

Use this illustration to advocate for the use of strategies to improve academic performance. Use this illustration to encourage the use of strategies to enhance academic performance.

Parent Sensitization + Child Involvement + Good School Environment → Increased Parent Involvement → Improved Academic Performance

4.5 Discussion of Findings

The results of the study are in line with the results of Castro et al. (2015) which revealed that parental involvement enhances the motivation, discipline and academic achievement of learners.

The findings also aid in Epstein's theory of parental involvement, which states that communication, family learning, and parents' involvement, are factors that positively impact learners' educational outcomes.

The study also supports Bronfenbrenner's ecological systems theory, which is that a child's academic success is affected by his or her home and school environments.

The study confirmed that poverty, lack of education, and poor school situations are negative factors in parental involvement and student academic achievement among primary school students in Upper Kauga Village.

CHAPTER FIVE

THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS FOR THE STUDY

5.0 Introduction

This chapter comes up with the findings, conclusions and recommendations of the study on parental involvement and academic performance of primary school children in Upper Kauga Village, Mukono District.

5.1 Summary of Findings

This study focused on relationship between parental involvement and their children's academic achievement in primary schools of Upper Kauga village.

The study revealed that parents' involvement in school positively affects academic performance through the following four criteria: supply of school materials, supervision of homework, school attendance monitoring, and communication with the teacher, guidance and emotional support.

The results also showed that children whose parents are involved in their learning are disciplined, confident, actively involved in class activities and perform well academically.

This study also identified that factors such as poverty, low parental educational attainment, work-related time constraints, and poor schools, negatively impact effective parental involvement.

The study also revealed the absence of discipline and parent-school relationship in some schools, thereby affecting the learners.

Participants suggested that greater attention needs to be paid to sensitivity building of parents on their role, engaging children in decision making, and enhancing school environment to improve academic performance.

5.2 Conclusion

The study found that parental involvement is a very important factor in the academic performance of upper Kauga Village children in primary school in Mukono District.

Children whose parents are available to support, guide, supervise and communicate with schools are more likely to achieve higher levels of academic performance than children who have less parent support.

The study also brings to a conclusion that social and economic factors like poverty, illiteracy and work responsibilities influence parental involvement.

Further, the study finds that the school environment significantly plays a major role in learner's performance. The better the school's teachers, discipline and cooperation with parents, the better the academic results of the learners.

Thus, enhancing parental involvement involves a concerted effort from parents, schools and community leaders.

5.3 Recommendations

From the results of the study, the following recommendations were made:

Parent involvement in decision making should support children. Children should be supported in the decision-making process by their parents.

Parents to engage children in decisions relating to their learning, discipline and aspirations.

This is best for the child and helps him or her feel valuable, responsible and interested in learning.

Parents should be educated and sensitized: Parenting sensitization programs to inform parents of their duty in children education should be organized by schools, community leaders and education stakeholders.

Parents should be encouraged to monitor homework, liaise with teachers, attend school meetings and offer emotional support to learners.

This is a very significant recommendation as numerous parents in the community lack the required literacy skills and do not know what their role in education should be.

Schools should ensure that pupils have a supportive learning environment in school.

School managers must take care of discipline, responsibility, proper supervision of learners and cooperation with parents.

The environment and discipline of schools should be taken into account by parents when choosing schools for their children as irresponsible school careless environments have negative impacts on academic performance.

Strengthening Parent-Teacher Relationships

Regular communication between parents and teachers should be promoted via meetings, school visits and guidance programs.

This will make parents aware of children's achievements and discipline them well.

Community Support Programs

Parents need to be involved from the community, and community leaders should collaborate with schools to support educational programs in the community.

The following are additional areas for further research on this subject:

Additional research is needed on:

The impact of poverty on school attainment for Year 6 pupils.

The part played by school leadership in fostering parental involvement.

The effect of the home environment on students' discipline and academic achievement.

REFERENCES

- Boonk, L., Gijssels, H., Ritzen, H., & Brand-Gruwel, S. (2018). A review of the relationship between parental involvement indicators and academic achievement. *Educational Research Review*, 24, 10–30.
- Bronfenbrenner, U. (2019). Ecological systems theory. *Journal of Human Development*, 5(2), 15–25.
- Castro, M., Exposito-Casas, E., Lopez-Martin, E., Lizasoain, L., Navarro-Asencio, E., & Gaviria, J. (2015). Parental involvement on student academic achievement: A meta-analysis. *Educational Research Review*, 14, 33–46.
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches*. Sage Publications.
- Epstein, J. L. (2018). *School, family, and community partnerships*. Routledge.
- Fan, X., & Chen, M. (2017). Parental involvement and students' academic achievement. *Educational Psychology Review*, 13(1), 1–22.
- Guest, G., Namey, E., & Chen, M. (2020). A simple method to assess and report thematic saturation in qualitative research. *PLoS ONE*, 15(5), 1–17.
- Hill, N., & Tyson, D. (2019). Parental involvement in middle school: A meta-analytic assessment. *Developmental Psychology*, 45(3), 740–763.
- Hoover-Dempsey, K., & Sandler, H. (2017). Why do parents become involved in their children's education? *Review of Educational Research*, 67(1), 3–42.
- Jeynes, W. (2018). A meta-analysis of the relationship between parental involvement and urban elementary school student academic achievement. *Urban Education*, 40(3), 237–269.
- Kakaire, J. (2019). Parental involvement and pupils' academic performance in Uganda. *Kampala International University Journal*, 4(2), 45–58.
- Kumar, R. (2019). *Research methodology: A step-by-step guide for beginners*. Sage Publications.

Kvale, S. (2018). *Doing interviews*. Sage Publications.

Ministry of Education and Sports (MoES). (2021). *Education sector performance report*. Government of Uganda.

Mushi, P. (2019). Family support and academic motivation among primary school pupils in Tanzania. *East African Journal of Education*, 6(1), 55–68.

Nsubuga, Y. (2020). *Parental participation and learner discipline in Uganda primary schools*. Makerere University Press.

Oketch, M. (2016). Educational inequalities in East Africa. *African Education Review*, 13(2), 25–40.

Sheldon, S. (2018). Improving student attendance with school, family, and community partnerships. *Journal of Educational Research*, 95(5), 267–275.

UNICEF Uganda. (2020). *Situation analysis of children in Uganda*. UNICEF.

World Bank. (2020). *Education and parental participation in developing countries*. World Bank Publications.

APPENDICES

INTERVIEW GUIDE

Introduction

I am a student at Uganda Christian University, pursuing a Bachelor's degree in Social Work and Social Administration, and carrying out a study on the Assessment of Parental Involvement in the Academic Performance of Primary Pupils in Upper Kauga Village, Mukono District.

The purpose of this interview is to obtain information regarding parental involvement and how it influences pupils' academic performance. The information provided will be treated with confidentiality and used strictly for academic purposes. Participation is voluntary.

Section A: Background Information

Gender

Age

Occupation

Level of Education

Category of Respondent:

(1) Parent/Guardian

(2) Teacher

(3) Community Leader

Section B: Interview Questions

1. In what ways do parents participate in supporting children's education in Upper Kauga Village?
2. How does parental involvement influence pupils' academic performance?
3. What challenges prevent parents from fully participating in their children's education?

4. How does communication and cooperation between parents and teachers influence children's learning?
5. How does the home environment affect pupils' academic performance?
6. What can parents, schools, and community leaders do to improve parental involvement in education?
7. What recommendations would you suggest to improve pupils' academic performance through parental involvement?

Thank you for your time and willingness to participate in this study. Your contribution is highly appreciated and will support the successful completion of this research.