

**IMPACT OF SOCIO-ECONOMIC STATUS OF PARENTS ON ACADEMIC  
PERFORMANCE OF LEARNERS IN SECONDARY SCHOOLS IN NAKALOKE  
TOWN COUNCIL MBALE CITY**

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**RJ22/MUC/BED/038**

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**UGANDA CHRISTIAN  
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**DECLARATION**

I, **Onyango Patricia** of Reg. no. **RJ22/MUC/BED/038**, hereby declare that this Research report is my original work and has never been submitted to any University or Higher Institution of learning for an Academic Award.

Signed:  .....

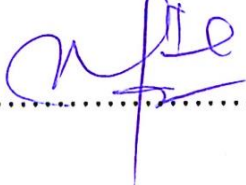
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**APPROVAL**

I affirm that this research report has been carried out under my supervision and is now ready for submission to the Board of Examiners of Uganda Christian University for the intended award.

Signed: .....  ..... Date: 17/09/2024 .....

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**RESEARCH SUPERVISOR**

## **DEDICATION**

I dedicate this piece of work to my beloved family members especially my parents, my dear husband and the children for their financial, spiritual, moral guidance and compassion they rendered to me during my stay at Uganda Christian University.

## **ACKNOWLEDGEMENT**

I give glory to God without whose sufficient grace and divine provision I could not have accomplished this laborious work. I express my humble gratitude to my supervisor Mr. Wasalaine Patrick for his scholarly guidance and perpetual encouragement.

Acknowledgements will be incomplete without profound regards to my respondents; teachers, and head teachers from the sampled schools in Nakaloke Town Council, Mbale City for their academic and financial support that enabled me to reach this point. I extend my sincere thanks to my lecturers for their professional and academic nurturing. I also extend my sincere thanks to my coursemates notably Kimuli Florence and Magombe Hassan for their fruitful academic discussions, professional encouragement and support. I wish to extend a vote of thanks to my relatives for their moral and spiritual guidance that made me bold and have focus on my studies.

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**God bless you all.**

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## **LIST OF ACRONYMS AND ABBREVIATIONS**

BC	:	Before Christ
NHES	:	National Household Surveys Program
PFI	:	Parent and Family Involvement in Education Survey
UCE	:	Uganda Certificate of Education
USE	:	Universal Secondary Education
SES	:	Socio-economic Status
CVI	:	Content Validity Index
SPSS	:	Statistical Package of Social Scientists

## ABSTRACT

This study sought to ascertain the “**Impact of parents’ socio-economic status and education levels on learners’ academic performance in secondary schools in Nakaloke Town Council, Mbale City**”. The study was guided by the following specific objectives: i) to examine effect of parents’ level of education on the academic performance of learners in secondary schools in Nakaloke Town Council, Mbale City; ii) to analyze the effect of parental Financial Status on academic performance of learners in secondary schools in Nakaloke Town Council, Mbale City and iii) to examine the effects of parental involvement in fostering learners, academic performance in secondary schools in Nakaloke Town Council, Mbale City. The study adopted a cross sectional research design employing both quantitative and qualitative approaches that targeted; parents, teachers and learners who were expected to provide the required information. Questionnaires and interview guide were used to collect data from various respondents. To get quality data, the researcher ensured that the instruments were valid by conducting a preliminary survey and SPSS to determine their reliability. The results from the findings of objective one presented by the respondents showed that the leading factor on parents’ education level and how it influences the academic performance of learners was and was reported by 31(38.75%). Objective two found out that parents’ level of income affects the academic performance of learners. It showed that well-to-do parents pay their children’s fees in time and was represented by 32(40%) of the respondents. Majority of the respondents represented by 27(33.75%) indicated that good parenting helps to boost learners’ academic performance. The study concluded that it is evident that parental socio-economic status affects the academic performance of learners in all aspects. From the findings, it is evidenced that level of parent’s education, level of income and family background are predominant factors that influence children’s academic performance. The study recommended that the government creates income generating projects that would boost the income of parents to ensure quality education for all.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction:**

This chapter comprises the background, statement of the problem, purpose of the study, objectives, research questions, scope, and significance of the study, operational definitions, limitation and delimitations of the study.

#### **1.1 Background to the Study**

Researchers generally agree that a constellation of familial factors exert significant influence on the educational aspirations and academic achievements of adolescents (e.g. Garg, Kauppi, Lewko, & Urjnik, 2002; Garg, Melanson, & Levin, 2007; Sánchez, Reyes, & Singh, 2006; Teachman, & Paasch, 1998). Among those salient factors are parents' occupation, educational attainment, socio-economic status, family composition, parental involvement, peer and teacher influence, and adolescent self-efficacy. In the extant literature, each of these factors has been examined in relation to one another with some emerging as having greater direct effect.

Sánchez, Reyes, and Singh (2006) identified negative domains within the family such as low parental school involvement, socio-economic status, and educational level to explain Latino youths' educational failure.

Behnke, Piercy and Diversi (2004) found a connection between Latino youth's educational and occupational expectations and their parents' education. Garg et al. (2002) reported that "educational self-schema," referring to the student's perception of self and school, along with

parental expectations, resulted in **76%** of the predicted variance in educational aspirations of adolescents.

A study on the effects of parental involvement as a form of social capital found a greater likelihood of the youth enrolling in both a 2-year and 4-year college (Perna & Titus, 2005). The data used for the analyses in Lippman, Guzman, Dombrowski Keith, Kinukawa, Schwalb, and Tice's (2008) report originated from the 2003 National Household Surveys Program (NHES) Parent and Family Involvement in Education Survey (PFI). They found **88%** of students whose parents had earned at least a bachelor's degree had parents who expected them to finish college compared to **44%** of students whose parents had graduated from high school or who had less than a high school diploma (Lippman et al., 2008).

Since early times, parents have been the most important educators of their children. Children received their first education in the home until 1580 BC when in Egypt the first formal education outside the home was started. The root of the current emphasis on parental involvement, however, can be seen in the works of Rousseau (1712-1778) and Pestalozzi (1747-1827). Rousseau emphasized education' and the importance of mothers being involved in the education of their children. Pestalozzi viewed a mother as the child's first educator. His thoughts were that the mother is the first to nourish her child's body; so she should also be the first to nourish his or her mind (Pestalozzi, 1951).

In the United States, the kindergarten movement began in the 1880s with its emphasis on involving parents in their children's education. As a result, in the late 1880s, 7 national parent educational organizations were established, and by the 1920s and 1930s there were more than 75 such organizations. Gestwicki (1992) reported that during the 1930s parent cooperative nursery schools began and continue today involving middle-class parents with opportunities to

participate in the life of the schools. These efforts may include helping to define school philosophy and practices to aiding in the care and maintenance of facilities.

Further McIntosh (2008) in his study concluded that in Canada, children who came from low income households, having divorced or separated parents, would actually perform better than average scores if they came from homes that had positive attitudes and that strongly supported their children. This was supported by another study on Children and Youth in Canada that was carried out by Ryan (2000) who reported that there was a significant effect of family background variables, parental support, and teacher support on a child's educational achievement.

Hill et al., (2002), reports that in Ghana, the degree of impact of parental involvement on an individual's academic success may vary.

Studies show that when the parents who have lower levels of education are more involved, the effect is greater and more positive than when parents who have higher levels of education are involved (Bgenschneider, 1997).

Parental education level is not important factor in the academic success of college students in a large, competitive university (Morjorie, 2009). Parental education and socio-economic status are independent variables and students' achievement is dependent variable. Students belonging to strong financial status perform better than those who face problems in finance. Similarly, parental education boosts up their children's performance. (Musarat, 2013).

Guo and Ilarris (2000) observed that in Nigeria and South African states, students' performance in school was strongly associated with their parents' educational attainments. The strong correlation between parental income and student's scholarly achievements is one of the major findings in the literature on the determinants of children's attainments. However, the fact that

children of parents with high levels of schooling or income perform better than those from less advantageous family backgrounds does not necessarily imply that the former exert relatively more effort. Consequently, the significance of education attainments and academic performance are related in most African countries. This is because, how well an individual performs in primary and secondary school largely determines the individual's final post-secondary educational destination (Charles, 2003).

In East Africa for instance, educated parents try to influence the activities that relate to their children's schooling performance, make investments of time and money in their children, and serve as their role models and set objectives and priorities for them to follow (Venkatesh, 1999).

In Ugandan situation, financial constraints, education level of the parent and the marital status of the parents are the key determinants of student motivation to study. For instance, a study by Pamela and Kean (2010) stated that those students whose parents had a tertiary level of education performed, significantly better in tests of science, reading and mathematical ability than do those whose Parents had only basic schooling. Thus, across these three disciplines, the average grades achieved by students with well-educated parents ranged from 7% higher than those achieved by students with poorly educated parents in developing countries to 45% higher in most developed countries. This therefore, shows that parents' education has some influences on the students' beliefs and behaviors, leading to positive outcomes for children and youth.

## **1.2 Problem Statement**

Poor academic performance of students has been of great concern to educationists, guidance and counselors in particular (McClelland, 2000). Despite the level of education of parents, all the guidance programs and counseling strategies, support supervision mounted in schools to improve the students' academic performance, poor performance is still recorded year in and year out in Uganda. In Nakaloke Town Council, it is evident that students have continued performing poorly in the mean score in the Uganda Certificate of Education (UCE) examinations from 4589 in the year 2020 to 3219 in the year 2022. This mean score is still quite low as compared to other topping districts in the country (Ministry of Education, 2013). The City Inspector of schools, Mr. Mugoya Muhammed in his report on the poor performance in the Town Council said that since Nakaloke is an urban area, it is expected that students' performance is improved. This, however, is not true since most of the parents are less educated and look at education as a waste of resources hence this background creates a need to study on the impact of educational background of parents on academic performance of learners in secondary schools.

According to Suitor et al., (2008), students' performance is directly linked to parents' level of education. Other researchers such as; Teachman & Paasch, (1998), note that only about 40% of the variance within families can be explained by standard domains of socio-economic standing. Hence, there has been less work on how impact of educational background of parents on academic performance of learners in secondary schools in Nakaloke Town Council, Mbale City and this creates a gap in the current study. Against this background, this study sought to examine the impact of educational background of parents on academic performance of learners in secondary schools in Nakaloke Town Council, Mbale City.

### **1.3 Purpose of the Study**

The study examined the impact of the socio-economic status of parents on academic performance of learners in secondary schools in Nakaloke Town Council, Mbale City.

### **1.4 Objectives to the Study:**

The study was guided by the following objectives;

1. To examine the effect of parent's level of education on the academic performance of learners in secondary schools in Nakaloke Town Council, Mbale City.
2. To analyse the effect of parental Financial Status on academic performance of learners in secondary schools in Nakaloke Town Council, Mbale City
3. To examine effects of parents' involvement in fostering learners' academic performance in Nakaloke Town Council, Mbale City.

### **1.5 Research Questions:**

The study answered the following questions;

1. How does parents' level of education affect the academic performance of learners in secondary schools in Nakaloke Town Council, Mbale City?
2. How does parental Financial Status affect the academic performance of learners in secondary schools in Nakaloke Town Council, Mbale City?
3. How does parental involvement affect learners' academic performance in secondary schools in Nakaloke Town Council, Mbale City?

## **1.6 Justification of the Study:**

Educational background of parents may influence the willingness or ability for parents to become involved (Bogenschneider, 1997). Many studies have shown that parental education plays a significant role in the amount of parental involvement. However, most of this research has been with high school students (Bogenschneider, 1997; Hill, Castellino, Lansford, Nowlin, Dodge, Bates, & Pettit, 2002; Sui-Chu & Willms, 1996; Tavani & Losh, 2003). Much as every child can access education for all (USE) in Uganda; and given the fact that the government's objective is rescuing the problem of illiteracy, the quality of the education is poor since parents' level of education is low. Parents especially from African context are the sole funders of these children but most of them do not want to waste funds on those since they don't value education, (Carnoy1999). In a long run, the impact of educational background of parents is revealed at the end of the secondary level when children's performance is poor. Most of the works about students' performance have been linked to parental school involvement, socio-economic status, and domestic violence to explain Latino youths' educational failure, (Behnke, Piercy and Diversi (2004). Besides, to the best of my knowledge, no study about the impact of educational background of parents on academic performance of learners in secondary schools in Nakaloke Town Council, Mbale City had been done.

## **1.7 Scope of the Study**

The scope of the study was limited to content, time and geographical scope.

### **1.7.1 Content Scope**

The study examined the impact of the socio-economic status of parents on academic performance of learners in secondary schools in Nakaloke Town Council, Mbale City. Focus was put on examining the effect of parents' level of education, analyzing the effect of parental Financial Status and examining the effect of parental involvement on academic performance of learners in secondary schools in Nakaloke Town Council, Mbale City.

### **1.7.2 Time Scope**

The study was limited within a period of three years which will run from 2021 to 2024. This period is considered because it was the time during which Nakaloke Town Council has not only experienced high rates of literacy and numeracy failures but also poor academic performance at the end of secondary education.

### **1.7.3 Geographical Scope**

Geographically, the study was carried out in Mbale City. Mbale is a city in the Eastern Region of Uganda. It is the main municipal, administrative, and commercial center of Mbale District and the surrounding sub-region. Mbale is approximately 225 kilometres (**140 miles**) by road, northeast of Kampala, Uganda's capital and oldest city, on an all-weather tarmac highway. The city lies at an average elevation of 1,156 metres (**3,793 ft**) above sea level. The coordinates of the city are **1°04'50.0"N, 34°10'30.0"E**. Generally, the study was carried out in Nakaloke Town Council which is bordered by Kachumbala to the North, Kolonyi Sub-county to the West, Northern City Town Council to the South and Sironko District to the East.

## **1.8 Significance of the Study**

### **Preamble:**

This research is expected to be of great significance to the key stakeholders involved in the education of our children, not only in local community but also, across the globe.

The findings of this study may be important to parents. As the title indicates, parents are the central figures in children's education, and their perceived impact is relevant to their children's achievement.

It is hoped that the findings will foster parents' awareness, perception, interest, competence, and responsibility in the education of their children.

Furthermore, this study re-emphasizes the importance of parent-teacher partnership and advocates a strong shared responsibility for children's achievement.

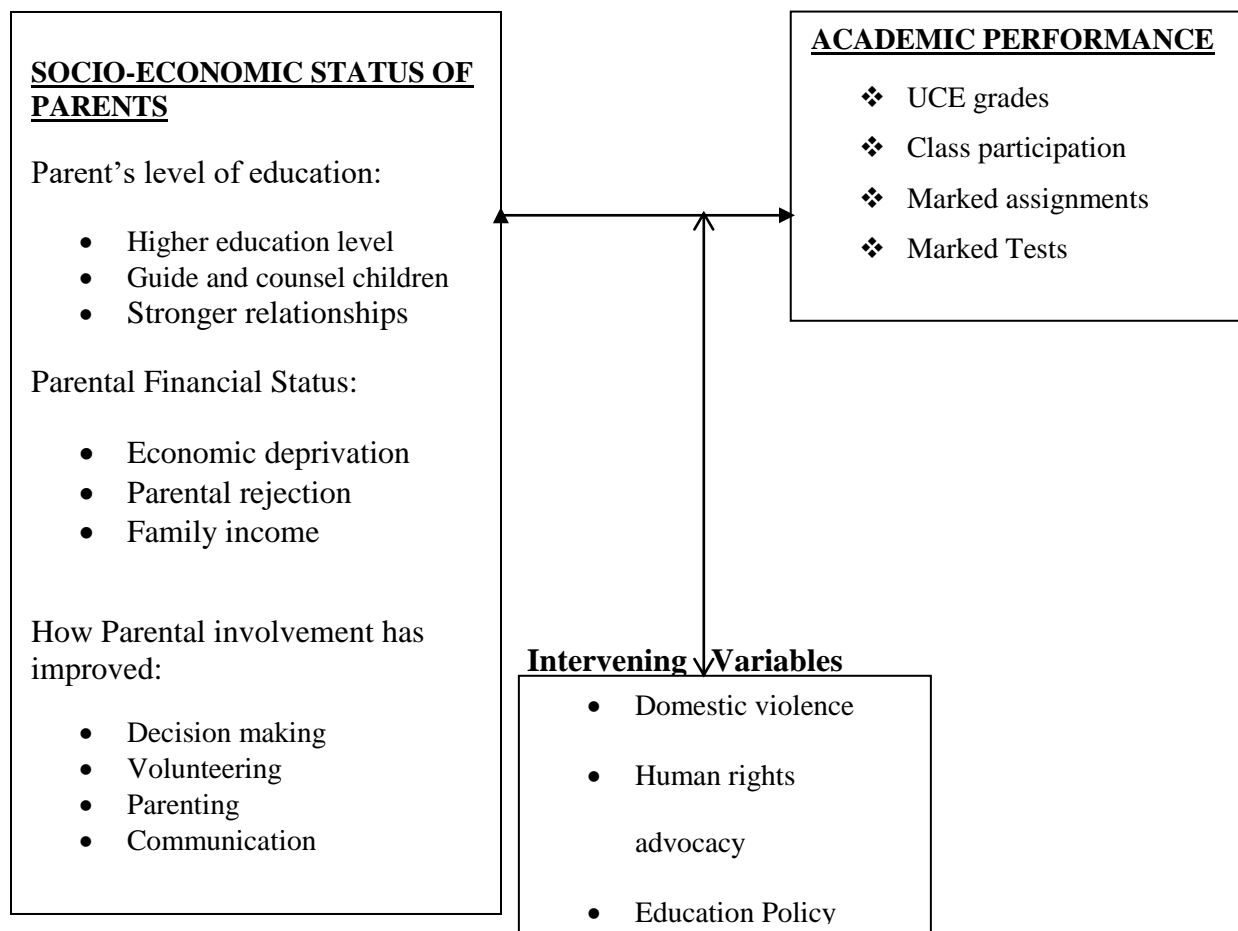
Ultimately, this study may help to bring a sense of unity and collegiality among parents as well as with educators in general.

## 1.9. Conceptual Framework

**Figure 1:1 A Conceptual Framework** Showing the impact of socio-economic status of parents on academic performance of learners. The conceptual framework represents the relationship between the independent variable socio-economic status of parents and the dependent variable academic performance.

### Independent Variables (I.V)

### Dependent Variables (D.V)



*Source: Primary Data, 2024*

From the conceptual framework above, socio-economic status of parents affects performance in as far as the following aspects are concerned; Parent's level of education; higher education level, guidance and counseling to children, stronger relationships; Parental Financial Status; economic

deprivation, parental rejection, family income and Parental involvement; parental/child interaction, parental care, parental supervision and parents' enthusiasm among others. The independent variables such as Parent's level of education, Parental Financial Status and Parental involvement affect the academic performance of the learners as a dependent variable and is measured by; UCE grades, class participation, marked assignments and marked tests. However, there are other intervening variables like Uganda policies on education, human rights advocacy and domestic violence among others, much as they are not within the scope of the study.

### **1.10 Definition of key terms of the Study:**

**Academic performance;** "Knowledge attained or skills developed in school subjects usually designated by test scores"(Good, 1973).

**Impact:** the term impact describes all the changes which are expected to happen due to the implementation and application of a given policy. Such impacts may occur over different timescales, affect different actors and be relevant at different scales (local, regional and national). In this study, impact is used to refer to the changes associated with weather changes in the sub-county.

**Parent** - The definition includes not only biological parents, but step-parents, grandparents, foster parents, guardians, and any other concerned person who may carry the primary responsibility for the child's development, education, and general wellbeing.

**Parent (al) involvement** - The definition will include interaction with the child at home, at school, and other activities such as sports, 4-H or scouts and involvement in activities within the school as learners, advocates for their children, and decision makers in such areas as school policy, hiring, and budget.

**Student success** - The definition goes beyond “the gaining of wealth, fame, etc.” to “a favorable result” which will include friendship, respect, happiness, and a general feeling of self-satisfaction.

**Performance** - This refers to how well a student is accomplishing his tasks and studies and is manifested either in good grades or poor grades.

### **1.11 Limitations of the Study:**

Like in any activity, there are always some difficulties associated with it. Likewise in carrying out this study, the researcher was faced with a number of constraints as;

Financial challenges. The research required a lot of material input and costs as a result of movements from one place to another to collect data, photocopying and typing services, stationary like papers and others not mentioned, finance proved to be a problem.

The researcher had limited time due to busy schedule of teaching, preparation of reports for students at school, and at the same time going to the field for data collection.

Some of the respondents were suspicious and hesitated to give required information.

### **1.12 Delimitations:**

The researcher adjusted her budget, including the research costs in her limited financial resources. She gave the priority to research materials and field travels.

The researcher planned for her time well, ensuring that her time schedules cater well for duties at work place and allocate enough time for her research as well.

The researcher assured the respondents that the information she needed from the respondents was purely for academic purposes. It was not intended to implicate anybody.

## **CHAPTER TWO:**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter gives reference to what other scholars have written concerning educational background of parents and academic performance of learners. The literature review in my study concerns the educational background of parents with an emphasis on secondary schools in Uganda. The review helped the researcher to document what other researchers have done and identify the knowledge gap. The materials that were used in the review included magazines and journals on educational background of parents and related websites over the internet.

#### **2.1 Parental education level and the academic performance of learners:**

Examining whether parental education level is related to parental involvement in a student's academics is a topic of study that helps to understand what contributes to an individual's academic success. Also, finding whether parental education level predicts an individual's academic success could be important to know. Gender differences between individuals help understand what impacts an individual's academic success as well. These issues were examined in this study. The research found in previous experiments is reviewed first.

An individual's success in academics is influenced by many factors. For example, there is a relationship between school success and how much time and effort an individual spends on homework each night, but school success is also related to the type of home an individual comes from. The Search Institute (Scales & Leffert, 2004) has divided the factors contributing to an individual's successful development into internal and external assets.

External assets are the relationships and opportunities available in one's environment. Internal assets are competencies and values that an individual develops within him or herself (Scales & Leffert, 2004).

Findings by the Search Institute show that both internal and external assets play a role in success as they contribute in different ways. Examining factors that contribute to the presence of certain assets is a continuing area of research. Restrictions or obstacles created by said factors may be related to an individual's academic success by hindering the presence or proper functioning of essential assets. It is important to look at external assets such as parental involvement because, while these factors are beyond the control of the individual, they are likely to still impact academic success. A characteristic that may affect the amount of parental involvement in an individual's academics is Parental Education Level.

Parental education may influence the willingness or ability for parents to become involved (Bogenschneider, 1997). Many studies have shown that parental education plays a significant role in the amount of parental involvement. However, most of this research has been with high school students (Bogenschneider, 1997; Hill, Castellino, Lansford, Nowlin, Dodge, Bates, & Pettit, 2002; Sui-Chu & Willms, 1996; Tavani & Losh, 2003).

In addition, findings suggest that the higher education level of one's parents more likely results into one having academic success, but this research is also only with high school students (Sandefur, Meier, & Campbell, 2005; Tavani & Losh, 2003). In this study, the relationship between parental education level and parental involvement in high school and college, as well as how parental education level and academic success in high school and college are correlated were examined. Gender differences for the students were also investigated. Review of Role of Parental Educational Level in Academic Achievement was also made. While the broad topic here

is the impact of parental education, there are many components of this topic that may provide valuable insight upon examination and reflection.

Psychologists have studied the importance of parental education level as it relates to an individual's academic success (Bakker, Denessen, & Brus-Laeven, 2007; Bogenschneider, 1997; Hill et al., 2002; Sandefur et al., 2005). They have found important factors that should be considered when researching this topic. These include defining parental involvement; the parental education level as it may impact the amount of involvement in their child's academia, and whether the impact is a direct or indirect influence. Some studies emphasize the idea that higher levels of education of parents and parental involvement both have impacts on an individual's academic success (Blair, Blair, & Madamba, 1999; Tavani & Losh, 2003).

However, regardless of the parents' education level, the more involved parents are in their child's schooling the better students perform academically and reach a higher level of achievement in high school (Bakker et al., 2007; Bogenschneider, 1997). The degree of impact of parental involvement on an individual's academic success may vary. Some studies show that when the parents who have lower levels of education are more involved, the effect is greater and more positive than when parents who have higher levels of education are involved (Bogenschneider, 1997; Hill et al., 2002).

There are several reasons why the education level of parents may be related to the amount of involvement they have in their child's academics. Families of lower SES generally have parents with lower education levels. As a result, these families may have fewer resources to help their child academically. These parents may not have the same opportunities to offer their child, such as tutors or computers (Blair et al., 1999; Bogenschneider, 1997; Sandefur et al., 2005).

However, there are several ways that parents may become involved in their child's academics so that even parents with fewer resources can participate (Bakker et al., 2007). In addition, a student whose home is of lower SES may not provide the same opportunities as the home of a student whose parents have higher income (Bogenschneider, 1997).

Furthermore, parents with a higher education level typically have more of an opportunity to become more involved in academic success (Bogenschneider, 1997). Parents with lower levels of education may not feel capable of assisting their child or playing a role in his academic life as they may not understand the material or feel comfortable with their abilities (Hill et al., 2002). In contrast, studies show that some parents with lower levels of education do become involved because of a desire for their child to have upward mobility in the world and so their child achieves things they themselves could not (Hill et al., 2002).

There is inconsistency whether the influence of parental involvement in a student's academic achievement is primarily direct or indirect (Bakker et al., 2007; Hill et al., 2002; Sandefur et al., 2005; Tavani & Losh, 2003). Direct influence is when the impacts of the variable can be traced back to the factor alone and the effects of the factor can be seen. Indirect influence means the factor has an impact on the variable; however it may not be traced back to the factor. The impact of the factor can occur through other means. Most findings on the issue describe that the influences of parental involvement are primarily indirect. One example is that greater parental involvement leads to less behavioral problems that may cause interference with learning. Another indirect influence is the parents being a role model for what the individual should strive to achieve (Hill et al., 2002).

In addition, parents with a higher education level pass on certain expectations about the importance of education to their child. The way a child is raised differs based on the parents'

education level as well because of the values the parents stress and the activities the parents create for the child and participate in. Parents with higher education are more academically involved and place greater emphasis on academia (Tavani & Losh, 2003).

Regardless of parental educational level, more involved parents build stronger relationships with their child and demonstrate that they care about the individual's academic success (Sandefur et al., 2005; Sui-Chu & Willms, 1996). There may be a boundary that when crossed creates overinvolved parents who then hinder the academic success of an individual, but further exploration and research would need to define this Parental Education Level. Because these previous studies have examined high school students, it is not known if there is change for students in college. In addition, the impact of parental education varying by gender of the child has not been explored as much in depth as necessary, especially with college students. These issues will be investigated here by looking at the correlation between parental education level and academic performance of learners in high school. The study will also examine the correlation between parental involvement and overall academic performance of learners in secondary schools.

## **2.2 Parental Financial Status and academic performance of learners:**

Parental level of income is a major source of educational inequality. Students whose parents are poor are educationally disadvantaged. Along this line of argument, Liu and Qiu (2018) argue that poor parents do not invest adequately in their children's education which leads to poor educational outcomes. In support of this claim, Ovansa (2017) noted that poor parents may often not pay school fees on time; provide uniforms and other essential school materials hence negatively affecting their children's academic performance.

Students who are sent home frequently to collect school fees miss a lot of instructional time implying that they do not cover the syllabus effectively. Students from poor parents may be deprived of other basic needs. Omoniyi (2019) agreed with this statement when he noted that children of poor parents often lack adequate food, shelter, and good healthcare. This hurts academic performance because Okiooga (2013) stated that students from low-income families are unable to concentrate on class activities due to a lack of basic needs. Poverty is linked to increased levels of parental stress, depression, and poor health conditions that might negatively affect parents' ability to nurture their children well (Evans & Garthwaite, 2010). Thus, it can be seen from the foregoing that children from disadvantaged backgrounds are at a higher risk of lacking quality education.

On the other hand, students whose parents have high levels of income outperform their peers from poor backgrounds due to several factors. Liu and Qiu (2018) maintained that affluent parents can afford to organize home tutoring, and in this way, consolidate their influence on their children's performance. As a consequence, the authors note that students from high-income parents have higher educational aspirations and expectations than their peers from poor backgrounds.

Furthermore, Zhao and Hong (2012) contend that parental income influences parental behavior support. In this regard, the authors posit that rich parents are more involved in their children's education in areas such as assisting and supervising homework and this fosters the formation of good study habits leading to good academic performance. Chinyoka and Mugweni (2020) revealed that increased parental involvement is linked to increased class attention and motivation to do well in school.

Because of the high poverty rate in the United States, the link between parental income and students' outcomes has emerged as an important area of study (US Census Bureau, 2009). For instance, by matching data from 4,500 children participating in the National Longitudinal Survey of Youth (NLSY) to that of their mothers, Dahl and Lochner (2012) investigated how family income impact child achievement. The study results established that parental income had a significant influence on students' achievement. Their study further showed that a \$ 1,000 increase in family income would raise test scores by about 6 percent. Whereas this study was done in a foreign context and used secondary data, the current study was done in Kenya and gathered primary data from four classes of respondents.

In China, past studies have shown that parents' economic status is a powerful predictor variable influencing the academic performance of children (Liu, 2008; Wu, 2009; Wu, 2013a; Li, 2016). To further these studies, Lin and Han (2017) using family data drawn from 1,050 samples derived from China Family Panel Studies (CFPS) investigated the effect of family income on children's education. The results of the study showed that family income has a significant impact on children's education. The study concluded that a financially well-off family can provide more educational resources. Further, the study concluded that lower-income parents spent most of their time looking for jobs, has low educational expectations for their children and may prioritize subsistence to their children's learning. This study was done in China which is a foreign context while the current study was done in Kenya. Whereas this study relied on secondary data, the present study gathered primary data from respondents and was thus able to seek qualitative views from respondents.

In Japan, a study concluded that parents' level of income is positively correlated with students' academic performance. By including a sample of 300 students from two high schools who were

randomly selected, Machebe, et al. (2017) investigated the impact of parental level of income on students' academic performance in high schools. The study employed questionnaires to collect data. The study findings showed that parents' level of income had a positive influence on students' academic performance. Specifically, the study established that greater academic achievement for a student was attained by students from high-income families. This study however involved only 2 high schools while the current study involved a larger sample of 24 schools. Whereas this study involved only students, the current study sought opinions from more participants such as principals, teachers and parents representatives in addition to students.

In Ghana, Adzido, et al. (2016), designed a study to investigate how family income influences the academic performance of tertiary students. The study employed a descriptive survey research design and used questionnaires to gather data from a sample of 480 students selected through a stratified-quota-simple random sampling technique. Data analysis techniques included frequency distribution tables and bar charts. The study findings suggested that family income positively affects students' academic performance. This study concluded that high parental income helps improve students' motivation and learning processes and hence leads to better academic performance. However, this study has several methodological limitations compared to the present study. Whereas the present study employed both descriptive and inferential data analysis techniques, the reviewed study used only descriptive data analysis techniques which included tabulating frequencies and bar charts. As such, this reviewed study fell short of establishing the association between the independent variable and the dependent variable.

Through both quantitative and qualitative approaches, Omoniyi, Gamede and Uleanya (2022) investigated the impact of the household poverty trap on learner's achievement in rural secondary schools in the Zululand District of South Africa. The study was implemented in 5

schools and it involved 250 students who were selected through a simple random sampling technique and 5 educators who were conveniently sampled. Data from students was collected through the use of a questionnaire while data from educators was gathered through focus group discussion. Quantitative data were analyzed mainly through frequencies and percentages while qualitative data was analyzed thematically. The findings of the study demonstrated that poverty is of negative consequences on learners' academic achievement. The study recommended educators; leaders and other stakeholders identify strategies that can help learners from poor backgrounds to overcome barriers that hamper their performance. Unlike the present study, this study however failed to perform inferential statistics that would have shown how variables were correlated. In the absence of inferential statistics, descriptive statistics alone are not enough to arrive at major conclusions.

Gemechu (2018) in Ethiopia investigated the effect of family socioeconomic status on students' academic achievement at Haramaya University, Eastern Ethiopia. The study results showed that there was a weak positive relationship between family income and students' academic achievement. The study employed a descriptive research survey design and used a stratified random sampling technique to include 172 students. This study is however different from the present study in that it included a larger sample of 378 respondents consisting of students, parents, school heads and teachers to triangulate responses.

In Kenya, a study done in Bungoma County, Kenya by Kiboi (2018) on the effect of parental socioeconomic status on students' academic performance in secondary schools reported a positive statistical correlation between parent level of income and students' academic performance. The study randomly selected 120 students and purposively sampled 8 head teachers, 8 class teachers and 8 guidance and counseling staff. This study did not include

responses from parents and therefore gathered parents' income data indirectly through other parties. The present study may include parent representatives to fill that gap.

Closely related to how parents' level of income influences students' academic performance, Owuor and Sika (2019) implemented a study in Mbita Sub County, Kenya to explore how parental financing influences the academic performance of secondary schools. The study employed a descriptive survey research design and included 18 secondary schools. All 18 principals of the participating schools were purposively sampled. In addition, the survey involved 108 teachers, 72 students and 72 parents. Questionnaires were used to collect data from respondents. The study reported a significant moderate relationship between parental financing and students' academic performance. Descriptive results revealed that it was only a small percentage of students paid school fees on time. The finding could suggest that parental income limited parents to pay fees and finance other school activities. This study did not seek to establish the parental income which was done in the current study.

### **2.3 Examining effects of parents' involvement in fostering learners' academic performance**

Educators and parents play major roles in the educational success of students. Students need a positive learning experience to succeed in school: one providing support, motivation, and quality instruction. With the increasing demands on the family, parental support in the education of students extends beyond the school building. Many families are faced with overwhelming and unpredictable schedules and circumstances while juggling school, sports, family situations, family time, work schedules, and other responsibilities, allowing minimal time to provide support in any one given area (Swap, 1993).

According to Epstein, (2009), although it seems that parental involvement is researched topic of many domestic and foreign studies, there is still concern regarding parental involvement and what constitutes effective parental involvement in the education of students. Educators, parents, and community members may have different opinions regarding effective involvement practices and the ways each can contribute to the educational progress of learners.

Parental engagement in the education of students begins at home with the parents providing a safe and healthy environment, appropriate learning experiences, support, and a positive attitude about school. Several studies indicate increased academic achievement with students that have involved parents (Epstein, 2009; Greenwood & Hickman, 1991; Henderson & Berla, 1994; Rumberger et al., 1990; Swap, 1993; Whitaker & Fiore, 2001). Studies also indicate that parental involvement is most effective when viewed as a partnership between educators and parents (Davies, 1996; Emeagwali, 2009; Epstein, 2009). By examining parents' and teachers' perceptions, educators and parents should have a better understanding of effective parental involvement practices in promoting student achievement.

Emeagwali, (2009), suggests that parenting includes all of the activities that parents engage in to raise happy, healthy children who become capable students. Unlike teachers, whose influence on a child's education is relatively limited, parents maintain a life-long commitment to their children. Activities that support this type of involvement provide information to parents about their child's development, health, safety, or home conditions that can support student learning including: parent education and other courses or training for parents, family support programs to assist families with health, nutrition, and other services, home visits at transition points to secondary schools, among others.

Families and schools communicate with each other in multiple ways. Schools send home notes and flyers about important events and activities. Parents give teachers information about their child's health and educational history. A school website is an additional mode of communication with parents and families. Includes: conferences with every parent at least once a year, language translators to assist families as needed, regular schedule of useful notices, memos, phone calls, newsletters, and other communications, (Henderson & Berla, 1994).

According to Whitaker & Fiore, (2001), volunteering is another very important factor that encourages learners' academic performance. Volunteering applies to recruiting and organizing help and support from parents for school programs and students' activities. There are three basic ways that individuals volunteer in education. First, they may volunteer in the school or classroom by helping teachers and administrators as tutors or assistants. Second, they may volunteer for the school; for instance, fundraising for an event or promoting a school in the community. Finally, they may volunteer as a member of an audience, attending school programs or performances. Includes: school/classroom volunteer program to help teachers, administrators, students, and other parents, parent room or family center for volunteer work, meetings, and resources for families, annual postcard survey to identify all available talents, times, and locations of volunteers.

Bekker (2001), posits that learning at home makes it easy for learners to engage with their parents for better performance. Home learning pertains to providing ideas and information to parents about how they can best assist their children with homework and curricular-related decisions and activities. Parents helping their children with homework or taking them to a museum, are examples of this type of involvement. These activities produce a school-oriented family and encourage parents to interact with the school curriculum. Activities to encourage

learning at home provide parents with information on what children are doing in the classroom and how to help them with homework. Includes: information for families on skills required for students in all subjects at each grade, information on homework policies and how to monitor and discuss schoolwork at home, as well as family participation in setting student goals each year and in planning for college or work.

Decision making which refers to including parents in school decisions and to developing parent leaders and representatives. Parents participate in school decision making when they become part of school governance committees or join organizations, such as the parent/teachers association. Other decision-making activities include taking on leadership roles that involve disseminating information to other parents. Includes: active PTA/SMC or other parent organizations, advisory councils, or committees for parent leadership and participation, independent advocacy groups to lobby for school reform and improvements, networks to link all families with parent representatives, (Kim, 2002).

Furthermore, Bekker (2001), found out that collaborating with the community makes parents fully involved in children's education. It pertains identifying and integrating communities into the school activities services and resources to support and strengthen schools, students, and their families. This facilitates for information for students and families on community health, cultural, recreational, social support, and other programs/services, information on community activities that link to learning skills and talents, including summer programmes for students.

Each of these factors can lead to various results for students, parents, teaching practices, and the school climate. In addition, each factor includes many different practices of partnership. Lastly, each factor poses challenges to involve all families and those challenges must be met. That is why Epstein (2001; 2009) considers it to be significant for each school to choose what factors are

believed to be most likely to assist the school in reaching its goals for academic success, and to develop a climate of alliance between homes and the school.

Even though the primary focus of these six factors is to promote academic achievements, they also contribute to various results for both parents and teachers (Epstein, 2003, 2009). For instance, it may be presumed that parents will gain more self-confidence in their role as parents, they will show leadership with decision-making, and they will have more effective and productive communication with their children with regards to school work, and will have more communication with other parents at the school.

According to Henderson and Berla (1994), parents also gain a more positive attitude towards the school and its staff, and gain more confidence in assisting their children with homework, by being involved with their education. . In addition, they are more likely to gather support for the school and its programmes in the community and become more active community members. For teachers, the benefits may be presumed to be better communication with parents, a deeper understanding of the family of their students and their situation, and more effective communication with both the homes and the community (Epstein, 2009). Henderson and Berla (1994) also claim that the schools will benefit from parental involvement by improved teacher morale, more support from families and higher student academic achievement.

## **2.4 Literature Gap**

From the literature survey, it is clear that parents' education background as well as their socio-economic status play a powerful role in fostering students' academic performance. It is also clear that the teaching is linked to parents' education background. According to Hill et al., (2002); Sandefur et al., (2007), there are several gaps that have emerged from the literature survey by the

fact that parents' education background have not been explicitly studied to give a justified reason for poor performance in secondary schools that is to say; many studies have shown that parental education plays a significant role in the amount of parental involvement. However, most of this research has been with high school students (Bogenschneider, et al 1997). The second gap emanates from lack of significant literature on the subject in the area of study. It is envisaged that the current study may contribute significantly in terms of literature and policy recommendations on the subject. It can be emphasized that this study is original and that no known study regarding the impact of parents' education background on learners' academic performance in secondary schools in Nakaloke Town Council, Mbale City had been carried out.

## **CHAPTER THREE:**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter discusses the research design, study population, sample size, sampling strategies, data collection methods, reliability and validity of instruments, and methods of data analysis and ethical consideration.

#### **3.1 Research Design**

A cross sectional design was used because the study will select respondents across different secondary schools in Nakaloke Town council, Mbale City. The study utilized a mixed method in which both quantitative and qualitative methods of data collection were employed. These methods were used for purposes of drawing valid conclusions based on views got from oral informants as well as the responses from those who filled the questionnaires that investigated the impact of parents' educational background on the academic performance of learners in secondary schools in Nakaloke Town council, Mbale City. The use of both qualitative and some quantitative methods concurrently is supported by Amin (2005) especially where the study involves investigating people's opinions.

#### **3.2 Area of Study**

Geographically, the study was carried out in Nakaloke Town Council which is bordered by Kachumbala to the North, Kolonyi Sub-county to the West, Northern City Town Council to the South and Sironko District to the East. The following schools were included in the study; Nakaloke Islamic Secondary School, Nakaloke Secondary School, Oakwood High School, Yusra Islamic School and Ideal Girls' Secondary School.

### 3.3 Population of Study

A population is the complete (or universe) of all the elements (units) that are of interest in a particular investigation. This population included parents, teachers and pupils. It is an aggregate or totality of objects or individuals having one or more characteristics in common that are of interest to the researcher and where inferences are to be made. The study population therefore comprised 100 respondents basing on Morgan and Krejcie table as given by Amin, (2005) (Appendix III) which comprised (35) parents, (40) teachers, (25) students.

### 3.4 Sample Size

According to Mugenda (2010) and Peter (2012), identified that, sampling is the process of choosing the research units of the target population, which are to be included in the study. The sample size of respondents was selected out of the study populations of 100 which comprised 32 parents, 36 teachers, and 24 students giving a total of 80. The sample size was determined using Morgan and Krejcie (1970), table as given by Amin, (2005) (Appendix IV).

**Table 3.1: Showing category, population, sample size and sampling techniques**

Category	Population	Sample size	Sampling techniques
Parents	35	32	Simple Random
Teacher	40	36	Simple Random
Pupils	25	25	Purposive Sampling
Total	100	80	

**Source: Adapted from Morgan Krijcie, (1970)**

### **3.5 Sampling Procedure**

The researcher used both simple random and purposive sampling techniques to select the study respondents.

#### **3.5.1 Simple Random Sampling**

Simple Random sampling was used to select the respondents in order to give them an equal and known chance of participation in the study. The technique was used to select parents and teachers. The researcher selected respondents randomly from the selected population. The list of the teachers and parents, both female and male was provided and their names written on pieces of paper, folded and then mixed thoroughly then picked. In this case, every name had an equal chance to be picked. The simple random sampling technique was used because the sample size may contain a big number of respondents that required being appropriately and proportionately represented and free from sampling bias.

#### **3.5.2 Purposive Sampling**

Purposive sampling on the other hand was used on learners because the respondents had enough experience and true information regarding the impact of parents' education background on learners' academic performance in secondary schools in Nakaloke Town council, Mbale City.

### **3.6 Data Collection Methods and Instruments**

Both primary and secondary data was collected in order to enrich the study. Secondary data was obtained through documentary reviews and the main sources included child rights reports, text books, internet sources like the journals and articles, among others. According to Amin (2013), secondary data can be helpful in the research design of subsequent primary research. Here, this provided a baseline with which the collected primary data results were compared

### **3.6.1 The Questionnaire**

Hannan (2009) defines a questionnaire as a device used to gather information about peoples' opinions often by asking respondents to give their views about the subject. The questionnaire is applied on respondents who know how to read and write, but also who are not readily available for interviews. To come up with the findings, the researcher used self-administered questionnaires to collect data from students and teachers. The questionnaire was designed as follows; section A had demographic data, Section B questions on the study variable with closed ended questions and section C had open ended questions. The researcher developed a questionnaire based on a four point Likert scale as follows: Strongly Agree 4, Agree 3, Disagree 2 and Strongly Disagree 1.

### **3.6.2 Interview Guide**

According to Gubrium, (2012), an interview is essentially a structured conversation where one participant asks questions, and the other provides answers. Commonly, the word "interview" refers to a one-on-one conversation between an interviewer and an interviewee. Interviews are discussions, usually one-on-one, between an interviewer and an individual meant to gather information on a specific set of topics (Gubrium, 2012). The researcher used semi-structured interviews, which were essentially and verbally administered questionnaires in which a list of predetermined questions were asked to the parents with no variation but with some scope for follow-up questions to responses that warrant further elaboration. Interviews also gave the researcher an opportunity to revisit some of the issues that would have been over-looked in other methods and yet they are deemed vital for the study.

### **3.7 Data Quality Control**

In an attempt to achieve quality data, the researcher made an analysis with respect to instrument validity and reliability.

#### **3.7.1 Validity of Research Instruments**

Validity refers to quality of data gathering instrument or procedures that enables it to measure what it sought to measure (Best and Kahn, 2004). For reliability of instruments, it shall be taken as the measure of consistence over time and over similar sample (Cohenet et al, 2007). To determine the validity of instruments, the researcher conducted a preliminary survey at Nkoma Secondary school located in Mbale city since this had the same characteristics with the schools under study. The questionnaires and interview guides was piloted to 8 teachers and 5 students before the larger actual survey was conducted in Nakaloke Town council. This was done to discover the ambiguities and some grammatical errors in the question items before they were corrected. This helped to cross-check the validity of the instruments. The researcher also had an opportunity to discuss with the respondents especially on difficult vocabularies or if there were grammatical errors or rather with ambiguity statements in order to rephrase or delete them. In addition, the researcher sought for expertise advice from his supervisor who helped to improve on the clarity on the items from the questionnaires and interviews. The Content Validity Index (CVI) of the instrument was calculated using the formula below. The instrument was considered valid if the value of 0.6 and above is achieved.

$$\text{CVI} = \frac{\text{total number of relevant items}}{\text{Total number of items}}$$

### 3.7.2 Instrument Reliability

Reliability means the degree of consistency and procession in which the measuring instruments demonstrates. The Statistical Packages of Social Scientists (SPSS) were used to ascertain it. Cronbach's Alpha of a minimum reliability analysis of 0.70 and above was taken as a reasonable measure of internal reliability. Since the score that was obtained is estimated at 0.818 which was above 0.7; the instrument were adopted as being reliable. The points below are achieved when the valid items are divided by the total number of items times one hundred;

$$17/21 \times 100 = 80.95.$$

**Table 3.2: Reliability statistics**

Cronbach's Alpha	No of Items
0.818	21

### 3.8 Data Collection Procedure

The researcher went to the field after getting an authorization letter from the Head of Department Uganda Christian University, Mbale University College, which introduced her as a student of the University from the Department of Education. The Head teachers of the selected schools of Nakaloke Town council helped the researcher to collect data by giving her a go ahead. The researcher then collected the data in the Town Council.

### 3.9 Data processing and Analysis

Data analysis is a systematic process involving working with organizing data and breaking them into manageable unity (Bagdon & Biklen, 1992). It is also concerned with systematizing data searching for patterns, discovering what is important, what is to be leant and deciding what to tell

others (Cohen et al, 2007). All information that is collected from interviews and questionnaires were subjected to content analysis which involved identifying coherent and important examples, themes and patterns in data collected from the field work. Qualitative approach therefore, was analyzed through thematic analysis where data was categorized according to their relevant themes and patterns developed accordingly. Quantitative data from the questionnaires was analyzed through simple descriptive statistics after tabulation and conversion into frequencies and percentages for descriptive purposes. In the first place data was cleaned from errors and then coded. After coding, data was analyzed through content analysis to examine its influence on pupils' academic performance.

### **3.10 Ethical Considerations**

Research ethics refers to moral principles guiding research (Horman, 1991). It means conducting research in a way that goes beyond merely adopting the most appropriate research methodology, but conducting research in a responsible and morally defensible way.

To ensure these ethical considerations are taken into account, the consent of the respondents and confidentiality was sought and they were assured that the data they provided was strictly for purposes of the study.

In addition, to enhance the participants' privacy, the respondents' names were not used thus; Confidentiality was practiced by avoiding the use of names but rather initials or codes.

The researcher respected the rights of the respondents in the process of getting the information; sought for permission from the local leadership before carrying out the study.

Coercive approach was as much as possible avoided in trying to access information from the respondents but rather observe professional ethics in conducting the study.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

#### 4.0 Introduction

This chapter presents findings on the “Impact of parents’ education background on learners’ academic performance in secondary schools in Nakaloke Town council, Mbale City”. Data was analysed using self-administered questionnaires and interviews. It contained the response rate, demographic characteristics of the respondents and the data already existing and the information collected as being presented and discussed below.

#### 4.1 Response rate of the respondents

**Table 4.1: the response rate of the respondent**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Expected respondents	80	100
Actual respondents	78	97.5
Non response	02	2.5

*Source: Primary Field Data (Aug, 2024)*

In this study, the researcher expected to interview 80 respondents (100%), however, the researcher was able to interview 78(97.5%) with only 02(2.5%) that did not participate. This implies that the researcher was successful in getting majority of the expected respondents who participated in the study.

#### 4.2 Demographic characteristics of respondents

This section described the age, sex, marital status, level of education and religious affiliation.

#### 4.2.1 Age of the respondents

**Table 4.2: The age of the respondents.**

<b>Years</b>	<b>Frequency</b>	<b>Percentages</b>
13-20	32	40.0
21-30	18	22.5
31-35	15	18.75
40-49	09	11.25
50 above	06	7.5
<b>TOTAL</b>	<b>80</b>	<b>100%</b>

*Source: Primary Field Data (Aug, 2024)*

The data from research study showed that the respondents in the age bracket of (13-20) were represented by 32(40.0%), (21-30) were represented by 18(22.5%), (31-35) were represented by 15(18.75%), (440-49) were represented by 9(11.25%) and the least being 50 above with 06(7.5%).The implication behind this is that the majority of the pupils are below the age of 19 years,. This was followed by 21-35and this indicates that most of the teachers are at the age of 21years and above while those above of 50 years were the least and it includes head teachers and few retired parents and local leaders. These were few and had problems of sight. In most cases they use spectacles. This also implied that, the researcher provided an equal opportunity for all respondents of different age groups to participate in the study for accuracy and uniformity

#### 4.2.2 Sex of the respondents

**Table 4.3: The sex composition of the respondents**

Sex	Number	Percentage
FEMALE	43	53.75
MALE	37	46.25
<b>TOTAL</b>	<b>80</b>	<b>100%</b>

*Source: Primary Field Data (Aug, 2024)*

Findings from the table 4.4 above showing the sex of respondents indicated that (43)53.75% were females whereas the male respondents represented by (165) (46.25%), this indicates that the researcher was gender sensitive and provided opportunity to both genders to express their views however the large female response could be attributed to the fact there were more females in comparison to the males in the research study area

#### 4.2.3 Marital status of the respondents

**Table 4.4: The marital status of the respondents.**

Category	Number of respondents	Percentages
Single	32	40
Married	19	23.75
Separated	17	21.25
Widowed	07	8.75
Divorced	05	6.25
<b>Total</b>	<b>80</b>	<b>100%</b>

*Source: Primary Field Data (Aug, 2024)*

According to table 4.4 above, single respondents were represented by 32(40%) and this made the highest response. These were mainly school children and had information about the study in question. This was followed by the married respondents who made 19(23.75%). The separated were represented by 17(21.25%), the widowed were represented by 7(8.75%) and divorced were rated at 5(6.25%). From the table above, it therefore revealed that the majority of the respondents were single and these were children taking on studies at school.

#### 4.2.4 Level of education

**Table 4.5: The level of education of the respondents.**

<b>Level of Education</b>	<b>Frequency</b>	<b>Percentages</b>
Unskilled	38	47.5
Diploma	29	36.25
Degree	12	15
Master	01	1.25
<b>Total</b>	<b>80</b>	<b>100%</b>

*Source: Primary Field Data (Aug, 2024)*

The findings from the table 4.5 above indicated that 38(47.5%) were unskilled though had reached primary. 29(36.25%) had acquired diplomas. This is attributed to the fact that having a diploma was one of the requirements to be recruited in the public service as secondary teacher. 12(15%) had acquired degrees while 1(1.25%) of the respondents were masters' holders. From the findings, it is true that the majority of the respondents were learnt and live in the civil society. Most of the respondents who had acquired degrees were mainly head teachers hence a requirement for one to appointed as a head teacher in primary schools. Those with a master's degree had an added advantage for becoming head teachers.

#### 4.2.5 Religion

**Table 4.6: The religious affiliations of the respondents**

<b>Religion</b>	<b>Number</b>	<b>Percentage</b>
Islam	31	38.75
Christianity	49	61.25
<b>TOTAL</b>	<b>80</b>	<b>100%</b>

*Source: Primary Field Data (Aug, 2024)*

In line with table 4.6 above, the research findings indicated that the majority of the respondents 49(61.25%) were Christians and this could be because generally the Christians were more than the Muslims in most secondary schools in Nakaloke Town Council, Mbale City. The least response came from the Muslims who made 31(38.75%). The low response was attributed to the fact there were few Muslims generally compared to the Christians counterparts in the Town Council.

**4.3 Parental education level and the academic performance of leaners Nakaloke Town Council, Mbale City.**

The respondents were asked to state the parental educational level and how it affects learners’ performance and the following responses were captured as indicated below;

**Table 4.7 Parental education level and the academic performance of leaners Nakaloke Town Council**

<b>Response rate</b>	<b>Frequency</b>	<b>Percentage</b>
Highly educated parents supervise children’s work	31	38.75
Highly educated parents build a stronger relationships with their children	21	26.25
Highly educated parents assist in modeling children behavior	13	16.25
Highly educated parents attend and deliberate to school meetings	10	12.5
Highly educated parents guide and counsel children	05	6.25
<b>Total</b>	<b>80</b>	<b>100%</b>

*Source: Primary Field Data (Aug, 2024)*

From the table above, 4.7 it indicated that the level of education of a parent influences the academic performance of learners in Nakaloke Town Council, Mbale City. Highly educated parents do a lot to facilitate the education of their children. From the findings, it was revealed that 31(38.75%) of the respondents confirmed that highly educated parents supervise children’s work. This assertion is in line with Tavani & Losh, (2003), who explained that parents with a higher education level supervise children’s work and pass on certain expectations about the importance of education to their child. The way a child is raised differs based on the parents’ education level as well because of the values the parents stress and the activities the parents create for the child and participate in. Parents with higher education are more academically

involved and place greater emphasis on academia. They create time to help their children with homework assignments.

Closely related to the above, the Search Institute (Scales & Leffert, 2004) has divided the factors contributing to an individual's successful development into internal and external assets. External assets are the relationships and opportunities available in one's environment. Internal assets are competencies and values that an individual develops within him or herself.

21(26.25%) of the respondents strongly agree that highly educated parents build a stronger relationships with their children. They said that through counselling and provision of basic needs, parents build a strong bond with their children. Sandefur et al., 2005; Sui-Chu & Willms, (1996), pointed out that regardless of parental educational level, more involved parents build stronger relationships with their child and demonstrate that they care about the individual's academic success. An individual's success in academics is influenced by many factors. For example, there is a relationship between school success and how much time and effort an individual spends on homework each night, but school success is also related to the type of home an individual comes from.

Highly educated parents assist in modeling children behavior was proposed by 13(16.75%) of the respondents who strongly believed that highly educated parents help in demonstrating to children the required behavior. According to Bogenschneider, 1997), parents with a higher education level typically have more of an opportunity to become more involved in modeling the behavior of their children to shape their academic success. Parents with lower levels of education may not feel capable of assisting their child or playing a role in his academic life and helping them on how they should behave as they may not understand the material or feel comfortable with their abilities (Hill et al., 2002). In contrast, studies show that some parents with lower levels of

education do become involved because of a desire for their child to have upward mobility in the world and so their child achieves things they themselves could not (Hill et al., 2002).

Furthermore, 10(12.5%) of the respondents suggested that highly educated parents attend and deliberate to school meetings. They noted that such parents surely can even contribute towards the schools' development. This assertion was in line with Tavani & Losh, (2003), who illustrated that the higher education level of one's parents more likely results into one having academic success, but this research is also only with high school students (Sandefur, Meier, & Campbell, 2005). In this study, the relationship between parental education level and parental involvement in high school and college, as well as how parental education level and academic success in high school and college are correlated were examined. Gender differences for the students were also investigated. Review of Role of Parental Educational Level in Academic Achievement was also made. While the broad topic here is the impact of parental education, there are many components of this topic that may provide valuable insight upon examination and reflection.

Highly educated parents guide and counsel children was proposed by 5(6.25%) who opined that educated parents try as much as possible to give a positive direction towards the education of their children. This assertion was in agreement with Sandefur et al., (2005), who explained that there are several reasons why the education level of parents may be related to the amount of involvement they have in their child's academics. Families of lower Socio-Economic Status can guide and counsel their children on how to go about their education struggles. Generally, parents with lower education levels have little to say about the education of their children. As a result, these families may have fewer resources to help their child academically. These parents may not have the same opportunities to offer their child, such as tutors or computers (Blair et al., 1999; Bogenschneider, 1997)

**4.4 Parental Financial Status and academic performance of learners in Nakaloke Town Council, Mbale City.**

The respondents were asked to state the parental financial status and how it affects learners’ performance and the following responses were captured as indicated below;

**Table 4.8 Parental Financial Status and academic performance of learners in Nakaloke Town Council**

<b>Response rate</b>	<b>Frequency</b>	<b>Percentage</b>
Well-to-do parents pay their children’s fees in time	32	40
Rich parent involve in their children’s education	23	28.75
Well-to-do parents provide shelter, food and healthcare to their children	15	18.75
Wealthy parents increase students’ academic achievements	8	10
Well-to-do parents finance school related activities	4	5
<b>Total</b>	<b>80</b>	<b>100%</b>

*Source: Primary Field Data (Aug, 2024)*

From the table above, 4.8 it indicated that the financial status of a parent significantly impacts the academic performance of learners in Nakaloke Town Council, Mbale City. Well-to-do parents pay their children’s fees in time 32(40%) of the respondents who strongly believed that most parents with financial stability pay their children’s fees in time. This is in line with Liu and Qiu (2018), who assert that parental level of income is a major source of educational inequality. Students whose parents are poor are educationally disadvantaged. Poor parents do not invest adequately in their children’s education which leads to poor educational outcomes. In support of this claim, Ovansa (2017), noted that poor parents may often not pay school fees on time;

provide uniforms and other essential school materials hence negatively affecting their children's academic performance.

*In an interview with the head teachers in the Town Council, they report that many parents in Nakaloke Town Council live below the poverty line unlike a few who are able to sponsor their children's education. A child can stay in school the whole year without both scholastic materials and fees. Such children miss a lot especially during the time schools try to send them home for fees. Some of the learners especially girl-children will end up in boy friends' homes and end up pregnant those who may not be pregnant end up performing so poorly in class.*

Evans & Garthwaite, (2010), contends that students who are sent home frequently to collect school fees miss a lot of instructional time implying that they do not cover the syllabus effectively. Students from poor parents may be deprived of other basic needs. Omoniyi (2019), also agreed with this sentiment when he noted that children of poor parents often lack adequate food, shelter, and good healthcare.

Rich parents involve in their children's education was suggested by 23(28.75%) of the respondents who strongly believed that financially stable parents involve in their children's education. Lin and Han (2017), is in agreement when they note that family income has a significant impact on children's education. The study concluded that a financially well-off family can provide more educational resources. Further, the study concluded that lower-income parents spent most of their time looking for jobs, has low educational expectations for their children and may prioritize subsistence to their children's learning. This study was done in China which is a foreign context while the current study was done in Kenya. Whereas this study relied on

secondary data, the present study gathered primary data from respondents and was thus able to seek qualitative views from respondents.

*Nakaloke Town Council has mixed group of parents; some with very low income. In most families, children eat one meal because their parents can't afford all meals for their children. Parents revealed that they are responsible for their children's education but however, their income is very small to have their children acquire quality education. Sometimes, when schools sent them back to us, we leave them stay home because we can't afford the fees. If not so, we resort to USE schools which give little to our children. The worst part of it is when they call for meetings that require money, we don't go.*

Also, well-to-do parents provide shelter, food and healthcare to their children was proposed by 15(18.75%) of the respondents who confirmed that well-to-do parents provide shelter, food and healthcare to their children and without which, it lowers the learners' academic performance. This was in agreement with Owuor and Sika (2019) contend that parental income influences parental behavior support. In this regard, the authors posit that rich parents provide all the basic necessities to their children such as shelter and food and are more involved in their children's education in areas such as assisting and supervising homework and this fosters the formation of good study habits leading to good academic performance.

Furthermore, wealthy parents increase students' academic achievements was proposed by 8(10%) of the respondents who suggested that rich parents increase their children's academic performance. The finding was in line with Dahl and Lochner (2012), who investigated how family income impact child achievement. The study results established that parental income had a significant influence on students' achievement. Their study further showed that a \$ 1,000 increase in family income would raise test scores by about 6 percent. Whereas this study was

done in a foreign context and used secondary data, the current study was done in Kenya and gathered primary data from four classes of respondents.

*In an interview with the head teachers, they confirm that rich parents in most cases help them run the schools. Since Nakaloke is a semi-rural area, only learners whose parents see their teachers, those who pay fees in time and are able to provide requirements for their children are able to perform well.*

4(5%), of the respondents proposed that well-to-do parents finance school related activities. Omoniyi, Gamede and Uleanya (2022), stated that rich parents provide support for school activities such as games and clubs. Because of what children from poor families go through, leaders and other stakeholders identify strategies that can help learners from poor backgrounds to overcome barriers that hamper their performance. Unlike the present study, this study however failed to perform inferential statistics that would have shown how variables were correlated. In the absence of inferential statistics, descriptive statistics alone are. Omoniyi, Gamede and Uleanya (2022), confirmed that poverty is of negative consequences on learners' academic achievement.

*Yes, there are some parents who go an extra mile to help schools in school activities however they are few. During AGMs, co-curricular activities, tours among others, some parents who are financially stable help schools to have the children taken for the same.*

**4.5 Effects of parents’ involvement in fostering learners’ academic performance in Nakaloke Town Council, Mbale City.**

The respondents were asked to state the effects of parents’ involvement in fostering learners’ academic performance and the following responses were captured at different fora as indicated below;

**Table 4.9 Effects of parents’ involvement in fostering learners’ academic performance in Nakaloke Town Council**

<b>Response rate</b>	<b>Frequency</b>	<b>Percentage</b>
Good parenting helps to boost learners’ academic performance	27	33.75
Communicating with children on school matters engages parents in children’s education	23	28.75
Home learning improves upon children’s academic performance	12	15
Parents’ decision making on children’s education engages them fully	10	12.5
Collaborating with the community fully engages the parents and boosts learners’ performance	08	10
<b>Total</b>	<b>80</b>	<b>100%</b>

*Source: Primary Field Data (Aug, 2024)*

From table 4.9, it is indicated that the parents’ involvement in fostering learners’ academic performance in Nakaloke Town Council, Mbale City is key. They proposed that educators and parents play major roles in the educational success of students. This is because students need a positive learning experience to succeed in school. Additionally, with the increasing demands on

the family, parental support in the education of students extends beyond the school building. Good parenting helps to boost learners' academic performance was suggested by 27(33.75%) of the respondents who strongly believed that parents who provide basic needs to their children do more to boost their academic performance. In an interview with the parents, they said;

*In Nakaloke Town Council, there are mixed parents; those who create a positive and supportive environment and those who do not. Those parents who provide who are supportive create a quiet and well organized study space to their children. They also encourage them by giving positive reinforcement and praise for effort that can boost a child's self-esteem and motivation to solve personal challenges...*

This is in line with Bekker (2001), who found out that collaborating with the community makes parents fully involved in children's education and this boosts their academic performance. It pertains identifying and integrating communities into the school activities services and resources to support and strengthen schools, students, and their families. This facilitates for information for students and families on community health, cultural, recreational, social support, and other programs/services, information on community activities that link to learning skills and talents, including summer programmes for students.

23(28.75%) of the respondents strongly said that parents' communicating with children on school matters engages parents in children's education. They said that parents who discuss children's matters get information that can help them to know how to help their children academically. While in an interaction with the parents, they said

*In Nakaloke Town Council, very few of the parents have time to talk about matters that affect their children. Parents are so busy with their busy schedules and don't have time*

*for their children. However, regular communication helps children to make clear and behavioral expectations that help set clear academic expectations, which guide the learners' efforts and focus. It's also important for the parents to know that as their children grow, they need emotional support. Therefore, open communication provides emotional support, reducing anxiety which can negatively impact on learners' academic performance...*

The assertion is in line with Henderson & Berla, (1994), who noted that families, children and schools communicate with each other in multiple ways. Schools send home notes and flyers about important events and activities. Parents give teachers information about their child's health and educational history. They also guide and counsel their children to support them emotionally.

Even though the primary focus of communication is to foster a collaborative working environment to promote academic achievements, they also contribute to various results for both parents and teachers (Epstein, 2003, 2009). For instance, it may be presumed that parents will gain more self-confidence in their role as parents, they will show leadership with decision-making, and they will have more effective and productive communication with their children with regards to school work, and will have more communication with other parents at the school.

To add on, Henderson and Berla (1994), posit that parents also gain a more positive attitude towards the school and its staff, and gain more confidence in assisting their children with homework, by being involved with their education. . In addition, they are more likely to gather support for the school and its programmes in the community and become more active community members. For teachers, the benefits may be presumed to be better communication with parents, a deeper understanding of the family of their students and their situation, and more effective communication with both the homes and the community (Epstein, 2009). Henderson

and Berla (1994) also claim that the schools will benefit from parental involvement by improved teacher morale, more support from families and higher student academic achievement.

12(15%) of the respondents explain that home learning improves upon children's academic performance. They argued that parents who give their children time during homework and other assignments do a lot to facilitate their learning progress. Bekker (2001), is in agreement with the proposal when he pointed out that that learning at home makes it easy for learners to engage with their parents for better performance. Home learning pertains to providing ideas and information to parents about how they can best assist their children with homework and curricular-related decisions and activities. Parents helping their children with homework or taking them to a museum, are examples of this type of involvement. In an interaction with parents, it was noted that;

*As parents, home learning is very key and involves discussing academic difficulties with children openly to allow them work with their children to find solutions and strategies to overcome obstacles, improving overall performance. This also requires that parents interest themselves in getting regular updates on academic performance and school activities to enable them more involved. These activities produce a school-oriented family and encourage parents to interact with the school curriculum....*

Swap, (1993), is in agreement when he says that activities to encourage learning at home provide parents with information on what children are doing in the classroom and how to help them with homework. Includes: information for families on skills required for students in all subjects at each grade, information on homework policies and how to monitor and discuss schoolwork at home, as well as family participation in setting student goals each year and in planning for college or work.

Furthermore, 10(12.5%) of the respondents strongly believed that parents' decision making on children's education engages them fully. They said that parents have a right to making right school choices to their children, extracurricular activities, and educational resources that ensure learners' access to quality education. In an interview with the parents, it was revealed that;

*In Nakaloke Town Council, parents don't so much involve in the decision of their children's education. Children make their own blind choices and end up failing to achieve their expectations. In any case, parents are key in following up the decisions of their children by setting rules for study time, balancing academic work with leisure time, choosing to invest in tutoring and offering guidance and counselling that increase their academic progress...*

Kim, (2002) is in line with the proposal when they said parents participate in school decision making when they become part of school governance committees or join organizations, such as the parent/teachers association. Other decision-making activities include taking on leadership roles that involve disseminating information to other parents. Includes: active PTA/SMC or other parent organizations, advisory councils, or committees for parent leadership and participation, independent advocacy groups to lobby for school reform and improvements, networks to link all families with parent representatives.

Collaborating with the community fully engages the parents and boosts learners' performance was proposed by 8(10%) of the respondents who confirmed that the community is very important in fostering learners' academic performance. In an interview with the parents, they said;

*In Nakaloke Town Council, we parents in the community who provide diverse perspectives, encourage shared problem-solving, and foster a sense of belonging and*

*accountability. The community works together with the parents to exchange ideas, offer support and build on each other's strengths leading to a deeper understanding of the material and improved overall performance...*

Epstein, (2009), is in agreement when he says that although it seems that parental involvement is researched topic of many domestic and foreign studies, there is still concern regarding parental involvement and what constitutes effective parental involvement in the education of students. Educators, parents, and community members may have different opinions regarding effective involvement practices and the ways each can contribute to the educational progress of learners.

## CHAPTER FIVE

### DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter presents the summary of findings, conclusions and recommendations on study findings and areas for further study. These are all based on research objectives.

#### 5.1 Summary of findings:

##### 5.1.1: Objective one

Objective one aimed at examining the parental education level and the academic performance of learners on in secondary schools in Nakaloke Town Council, Mbale City. The results from the findings presented by the respondents 31(38.75%) show that highly educated parents supervise children's work which makes learners to improve their academic progress. This was followed by other factors such as; 21(26.25%) highly educated parents build a stronger relationships with their children. They said that educated parents academically engage with their children to build a strong relationship with them. 13(16.25%) of the respondents indicated that highly educated parents assist in modeling children behavior. 10(12.5%) agreed that highly educated parents attend and deliberate to school meetings and highly educated parents guide and counsel children was supported by 05(6.25%) of the respondents respectively.

##### 5.1.2: Objective two

The findings from the second objective indicated that parental financial status greatly impacts academic performance of learners in Nakaloke Town Council. Well-to-do parents pay their children's fees in time was the leading factor on performance as suggested by 32(40%) of the

respondents. This was followed by other factors such as; rich parents involve in their children's education was proposed by 23(28.75%) of the respondents who noted that rich parents involve in the education of their children by providing scholastic materials to them. 15(18.75%) of the respondents indicated that well-to-do parents provide shelter, food and healthcare to their children. 8(10%) of the respondents proposed that wealthy parents increase students' academic achievements and well-to-do parents finance school related activities was proposed by 4(5%) respectively. 34(42.5%) of the respondents.

### **5.1.3: Objective three**

Objective three sought to establish the effects of parents' involvement in fostering learners' academic performance in Nakaloke Town Council, Mbale City. Majority of the respondents proposed 27(33.75%) of the respondents who strongly good parenting helps to boost learners' academic performance. In an interview with the parents, they said;

*In Nakaloke Town Council, there are mixed parents; those who create a positive and supportive environment and those who do not. Those parents who provide who are supportive create a quiet and well organized study space to their children. They also encourage them by giving positive reinforcement and praise for effort that can boost a child's self-esteem and motivation to solve personal challenges...*

This is in line with Bekker (2001), who found out that collaborating with the community makes parents fully involved in children's education and this boosts their academic performance. It pertains identifying and integrating communities into the school activities services and resources to support and strengthen schools, students, and their families. This facilitates for information for students and families on community health, cultural, recreational, social support, and other

programs/services, information on community activities that link to learning skills and talents, including summer programmes for students.

23(28.75%) of the respondents strongly said that parents' communicating with children on school matters engages parents in children's education. They said that parents who discuss children's matters get information that can help them to know how to help their children academically. While in an interaction with the parents, they said

*In Nakaloke Town Council, very few of the parents have time to talk about matters that affect their children. Parents are so busy with their busy schedules and don't have time for their children. However, regular communication helps children to make clear and behavioral expectations that help set clear academic expectations, which guide the learners' efforts and focus. It's also important for the parents to know that as their children grow, they need emotional support. Therefore, open communication provides emotional support, reducing anxiety which can negatively impact on learners' academic performance...*

The assertion is in line with Henderson & Berla, (1994), who noted that families, children and schools communicate with each other in multiple ways. Schools send home notes and flyers about important events and activities. Parents give teachers information about their child's health and educational history. They also guide and counsel their children to support them emotionally.

Even though the primary focus of communication is to foster a collaborative working environment to promote academic achievements, they also contribute to various results for both parents and teachers (Epstein, 2003, 2009). For instance, it may be presumed that parents will gain more self-confidence in their role as parents, they will show leadership with decision-

making, and they will have more effective and productive communication with their children with regards to school work, and will have more communication with other parents at the school.

To add on, Henderson and Berla (1994), posit that parents also gain a more positive attitude towards the school and its staff, and gain more confidence in assisting their children with homework, by being involved with their education. . In addition, they are more likely to gather support for the school and its programmes in the community and become more active community members. For teachers, the benefits may be presumed to be better communication with parents, a deeper understanding of the family of their students and their situation, and more effective communication with both the homes and the community (Epstein, 2009). Henderson and Berla (1994) also claim that the schools will benefit from parental involvement by improved teacher morale, more support from families and higher student academic achievement.

12(15%) of the respondents explain that home learning improves upon children's academic performance. They argued that parents who give their children time during homework and other assignments do a lot to facilitate their learning progress. Bekker (2001), is in agreement with the proposal when he pointed out that that learning at home makes it easy for learners to engage with their parents for better performance. Home learning pertains to providing ideas and information to parents about how they can best assist their children with homework and curricular-related decisions and activities. Parents helping their children with homework or taking them to a museum, are examples of this type of involvement. In an interaction with parents, it was noted that;

*As parents, home learning is very key and involves discussing academic difficulties with children openly to allow them work with their children to find solutions and strategies to overcome obstacles, improving overall performance. This also requires that parents*

*interest themselves in getting regular updates on academic performance and school activities to enable them more involved. These activities produce a school-oriented family and encourage parents to interact with the school curriculum....*

Swap, (1993), is in agreement when he says that activities to encourage learning at home provide parents with information on what children are doing in the classroom and how to help them with homework. Includes: information for families on skills required for students in all subjects at each grade, information on homework policies and how to monitor and discuss schoolwork at home, as well as family participation in setting student goals each year and in planning for college or work.

Furthermore, 10(12.5%) of the respondents strongly believed that parents' decision making on children's education engages them fully. They said that parents have a right to making right school choices to their children, extracurricular activities, and educational resources that ensure learners' access to quality education. In an interview with the parents, it was revealed that;

*In Nakaloke Town Council, parents don't so much involve in the decision of their children's education. Children make their own blind choices and end up failing to achieve their expectations. In any case, parents are key in following up the decisions of their children by setting rules for study time, balancing academic work with leisure time, choosing to invest in tutoring and offering guidance and counselling that increase their academic progress...*

Kim, (2002) is in line with the proposal when they said parents participate in school decision making when they become part of school governance committees or join organizations, such as the parent/teachers association. Other decision-making activities include taking on leadership

roles that involve disseminating information to other parents. Includes: active PTA/SMC or other parent organizations, advisory councils, or committees for parent leadership and participation, independent advocacy groups to lobby for school reform and improvements, networks to link all families with parent representatives.

Collaborating with the community fully engages the parents and boosts learners' performance was proposed by 8(10%) of the respondents who confirmed that the community is very important in fostering learners' academic performance. In an interview with the parents, they said;

*In Nakaloke Town Council, we parents in the community who provide diverse perspectives, encourage shared problem-solving, and foster a sense of belonging and accountability. The community works together with the parents to exchange ideas, offer support and build on each other's strengths leading to a deeper understanding of the material and improved overall performance...*

Epstein, (2009), is in agreement when he says that although it seems that parental involvement is researched topic of many domestic and foreign studies, there is still concern regarding parental involvement and what constitutes effective parental involvement in the education of students. Educators, parents, and community members may have different opinions regarding effective involvement practices and the ways each can contribute to the educational progress of learners.

## **5.2 Conclusion**

Based on the above findings, it is evident that parents' education level affects the academic performance of learners in all aspects. From the findings, it is evidenced that level of parent's education and parents' level of income are predominant factors that influence children's

academic performance. It is however evidenced that parents' involvement boosts the academic progress of the learners.

### **5.2.1 Objective One**

The first objective concluded that respondents recognize that parental education level affects the academic performance of learners in secondary schools in Nakaloke Town Council, Mbale City. The results from the findings as presented by the respondents showed 31(38.75%) show that highly educated parents supervise children's work which makes learners to improve their academic progress. This was followed by other factors such as; 21(26.25%) highly educated parents build a stronger relationships with their children. They said that educated parents academically engage with their children to build a strong relationship with them. 13(16.25%) of the respondents indicated that highly educated parents assist in modeling children behavior. 10(12.5%) agreed that highly educated parents attend and deliberate to school meetings and highly educated parents guide and counsel children was supported by 05(6.25%) of the respondents respectively.

### **5.2.2 Objective Two**

The findings from the second objective indicated that parental financial status greatly impacts academic performance of learners in Nakaloke Town Council. The leading factor was; well-to-do parents pay their children's fees in time was the leading factor on performance as suggested by 32(40%) of the respondents. This was followed by other factors such as; rich parents involve in their children's education was proposed by 23(28.75%) of the respondents who noted that rich parents involve in the education of their children by providing scholastic materials to them. 15(18.75%) of the respondents indicated that well-to-do parents provide shelter, food and healthcare to their children. 8(10%) of the respondents proposed that wealthy parents increase

students' academic achievements and well-to-do parents finance school related activities was proposed by 4(5%) respectively. 34(42.5%) of the respondents.

### **5.2.3 Objective three**

This objective concluded that parents' involvement fosters learners' academic performance as follows; good parenting helps to boost learners' academic performance 27(33.75%) of the respondents as the leading factor. This was followed by other ways of mitigation such as; communicating with children on school matters engages parents in children's education 23(28.75%). 12(15%) of the respondents proposed that home learning improves upon children's academic performance. Parents' decision making on children's education engages them fully was proposed by 10(12.5%) of the respondents and collaborating with the community fully engages the parents and boosts learners' performance was suggested by 8(10%) of the respondents respectively

## **5.3 Recommendations:**

### **Preamble:**

Sensitisation of parents by the government on their role to ensure quality education should be carried out with regard to their role and responsibility.

Government to create income generating projects that will boost the income of parents to ensure quality education for all.

Teachers and parents whose learners are victims of low income to try to guide and counsel them and make them understand that the disparities among their parents in the Town Council do not stop them from realizing their academic dream.

The religious leaders on top of church sessions should make an effort of extending the lessons to broken families in the Town Council to reunite and support their children.

Finally, the researcher acknowledges that this research is not the end of the impact of parental socio-economic status on the academic performance of learners. It is recommended that further research should be undertaken in both private and government secondary schools, urban and rural to have a comparative analysis of what goes on in these settings.

#### **5.4 Areas for further study**

- Carrying out a comparative study on the impact of parental socio-economic status in both private and government aided secondary schools.
- Examining the roles of stakeholders in empowering parents economically in secondary schools
- Investigating the influence of family background on the academic performance of learners.

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## APPENDICES

### APPENDIX I:

#### QUESTIONNAIRE FOR TEACHERS

Dear Respondent,

I am **Onyango Patricia**; a student of Uganda Christian University carrying out a study on the “*the impact of Parents’ socio-economic status on the academic performance of learners in secondary schools in Nakaloke Town Council, Mbale City*”. As a teacher, you have been selected randomly to participate in the research by completing the questionnaire as per the instruction at the beginning of a given section. You are kindly requested to freely fill in the questionnaire. All your responses will be kept confidential and for academic purpose only.

Thanks.

#### SECTION A: PERSONAL INFORMATION

**Tick where appropriate:**

**Sex:** Male ( ) Female ( )

1. **Age:** 20-30 ( ), 31-40 ( ), 41-50 ( ), 51-above ( )
2. **Marital status:** Single ( ), Married ( ), Widowed ( ), Separated ( )
3. **Educational level:** Secondary
4. **Type of employment:** Government ( ), Private ( )

**SECTION B: QUESTIONS ON THE VARIABLES OF THE STUDY**

*Please tick what best applies to you.*

**Key: 4.** strongly agree (SA) **3.** Agree (A) **2.** Disagree (D) **1.** Strongly disagree (SD)

<b>Parents' education background and socio-economic status</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
1. Highly educated parents supervise children's work				
2. Highly educated parents guide and counsel children				
3. Highly educated parents provide children with instructional materials				
5. Highly educated parents assist in modeling children behavior.				
6. Highly educated parents attend and deliberate to school meetings				
<b>Parental Financial Status and academic performance</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
7. Parents never discuss financial problems with their children				
8. Parents pay all expenses always in time.				
9. Parents do give pocket money to their children for entertainment				
10. Parents' social capital fosters learner's performance				
11. Parents with less income reject their children				
12. Economic deprivation leads to school dropout				
<b>How parental involvement boosts learners' performance</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
13. Good parenting helps to boost learners' academic performance?				
14. Communicating with children on school matters engages parents in children's education?				
15. Home learning improves upon children's academic performance?				
16. Parents' decision making on children's education engages them fully?				
17. Collaborating with the community fully engages the parents and boosts learners' performance?				

**SECTION C:**

1. Give other factors that affect students' academic performance in Nakaloke Town Council, Mbale City.

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2. What do you think can be done to have parents fully participating in their children's studies?

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3. Do you think the parent's financial status affect the leaners' academic performance?

Yes [ ]

No [ ]

- a) If yes, please state how?

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*Thank you very much*

**APPENDIX II:**

**QUESTIONNAIRE FOR STUDENTS**

Dear Respondent,

I am **Onyango Patricia**; a student of Uganda Christian University carrying out a study on the “*the impact of Parents socio-economic status on the academic performance of learners in secondary schools in Nakaloke Town Council, Mbale City*”. As a student, you have been selected randomly to participate in the research by completing the questionnaire as per the instruction at the beginning of a given section. You are kindly requested to freely fill in the questionnaire. All your responses will be kept confidential and for academic purpose only.

Thanks.

**SECTION A (PERSONAL INFORMATION)**

**Tick where appropriate:**

**Sex:** Male ( ) Female ( )

- 1. **Age:** 13-16 ( ), 17-25 ( ), 26 above ( )
- 2. **Educational level:** Primary ( ), secondary ( )
- 3. **Occupation:** Employed ( ), Self-employed ( ), Unemployed ( )

**SECTION B: Questions on the variables of the study**

*Please tick what best applies to you.*

**Key:** 4. strongly agree (SA) 3. Agree (A) 2. Disagree (D) 1. Strongly disagree (SD)

<b>Parents’ education background and socio-economic status</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
1. Highly educated parents supervise children’s work				
2. Highly educated parents guide and counsel children				

3.Highly educated parents provide children with instructional materials				
4. Highly educated parents assist in modeling children behavior.				
5. Highly educated parents attend and deliberate to school meetings				
<b>Parental Financial Status and academic performance</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
6. Parents never discuss financial problems with their children				
7. Parents pay all expenses always in time.				
8. Parents do give pocket money to their children for entertainment				
9. Parents' social capital fosters learner's performance				
10. Parents with less income reject their children				
11. Economic deprivation leads to school dropout				
<b>How parental involvement boosts learners' performance</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
12. Good parenting helps to boost learners' academic performance?				
13. Communicating with children on school matters engages parents in children's education?				
14. Home learning improves upon children's academic performance?				
15. Parents' decision making on children's education engages them fully?				
16. Collaborating with the community fully engages the parents and boosts learners' performance?				

### SECTION C

2. Give other factors that affect students' academic performance in Nakaloke Town Council, Mbale City.

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3 What do you think can be done to have parents fully participating in their children's studies?

---

---

---

4. Do you think your parent's financial status affects your academic performance?

Yes [ ]

No [ ]

b) If yes, please state how?

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*Thank you very much*

**APPENDIX III:**

**INTERVIEW GUIDE CHECKLIST FOR PARENTS**

1. Briefly comment on the academic performance of pupils in Primary Schools in Nakaloke Town Council, Mbale City

2. How has the education background and socio-economic status of parents affected the academic performance of learners in Nakaloke Town Council, Mbale City?

**Prompt:** What is being done to boost the performance?

3. What impact do you believe you have on your child's (ren's) achievement in school?

Or

4. How do you perceive whether your involvement has had an impact on your child's (ren's) achievement in school?

5. In general, what are the barriers you perceive to parental involvement in the school?

**Prompt:** What would you suggest to increase parental involvement in education?

6. What is your main source of income?

Monthly [ ]

Salary [ ]

Loan [ ]

Selling farm outputs [ ]

Small business [ ]

Other [ ]

12. If other, please specify;

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7. Do you think your financial status affects your child's academic performance?

Yes [ ]

No [ ]

17. If yes, please state how?

---

---

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**Prompts:** what other factors may affect students' performance in secondary schools in your town council?

*Thank you for your cooperation*

**APPENDIX IV:**

**Kjercie and Morgan Population Table (1970)**

<b>N</b>	<b>S</b>	<b>N</b>	<b>S</b>	<b>N</b>	<b>S</b>	<b>N</b>	<b>S</b>	<b>N</b>	<b>S</b>
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

**Key: N= Population. S= Sample**

APPENDIX V: INTRODUCTORY LETTERS



UGANDA CHRISTIAN UNIVERSITY  
A Centre of Excellence in the Heart of Africa  
MBALE UNIVERSITY COLLEGE

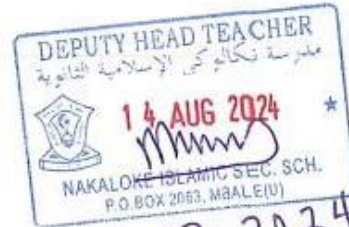
Office of the Academic Registrar

To THE HEADTEACHER  
NAKALOKE ISLAMIC SS

Dear Sir/Madam,

Re: Academic Research

Christian greetings!



14.08.2024  
accepted.

We are honored to introduce to you Mr. Mrs./Miss ONYANGO PATRICIA

Of Registration Number; RJ22/MUC/BED/038 pursuing a Masters' Degree/Postgraduate Diploma / Bachelor's Degree BACHELOR'S DEGREE

He/ she is required to carry out an academic research on the topic

IMPACT OF SOCIO-ECONOMIC STATUS OF PARENTS ON ACADEMIC PERFORMANCE OF LEARNERS IN SECONDARY SCHOOLS IN NAKALOKE TOWN COUNCIL MBALE CITY

and thereafter produce a well bound hard cover research report (MAROON) in color for undergraduate and three (BLACK) copies for Postgraduate students as a University requirement for the award of a degree/diploma in the academic discipline that he / she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.

Thank you.

Yours faithfully,

19 FEB 2024

Mr. Akampurira Timothy

Academic Registrar



UGANDA CHRISTIAN  
UNIVERSITY  
A Centre of Excellence in the Heart of Africa  
MBALE UNIVERSITY COLLEGE

Office of the Academic Registrar

To THE HEADTEACHER  
NAKALOKE SECONDARY SCHOOL



Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss ONMANGO PATRICIA

Of Registration Number; RJ22/MUC/BED/038 pursuing a Masters' Degree/Postgraduate Diploma / Bachelor's Degree BACHELOR'S DEGREE

He/ she is required to carry out an academic research on the topic

IMPACT OF SOCIO-ECONOMIC STATUS OF PARENTS ON  
ACADEMIC PERFORMANCE OF LEARNERS IN SECONDARY SCHOOLS  
IN NAKALOKE TOWN COUNCIL, MBALE CITY

and thereafter produce a well bound hard cover research report (MAROON) in color for undergraduate and three (BLACK) copies for Postgraduate students as a University requirement for the award of a degree/diploma in the academic discipline that he / she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.

Thank you.

Yours faithfully,

19 FEB 2024

Mr. Akampurira Timothy

Academic Registrar

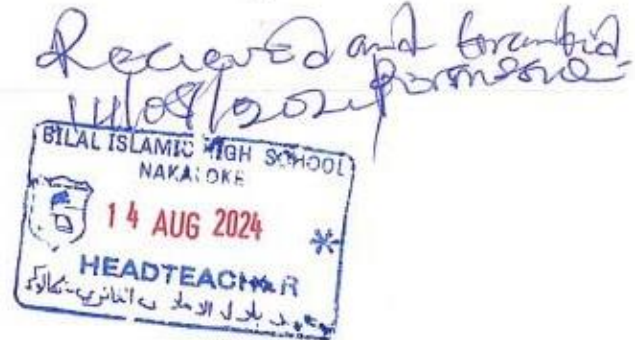


UGANDA CHRISTIAN  
UNIVERSITY  
A Centre of Excellence in the Heart of Africa  
MBALE UNIVERSITY COLLEGE

Office of the Academic Registrar

To THE HEADTEACHER  
BILAL ISLAMIC HIGH SCHOOL

Dear Sir/Madam,  
Re: Academic Research  
Christian greetings!



We are honored to introduce to you Mr. Mrs./Miss. ONYANGO PATRICIA  
Of Registration Number; RJ22/MUC/BED/038 pursuing a Masters'  
Degree/Postgraduate Diploma / Bachelor's Degree BACHELOR'S DEGREE

He/ she is required to carry out an academic research on the topic  
IMPACT OF SOCIO-ECONOMIC STATUS OF PARENTS ON ACADEMIC  
PERFORMANCE OF LEARNERS IN SECONDARY SCHOOLS IN NAKALOKE TOWN  
COUNCIL, MBALE CITY.  
and thereafter produce a well bound hard cover research report (MAROON) in color for  
undergraduate and three (BLACK) copies for Postgraduate students as a University  
requirement for the award of a degree/diploma in the academic discipline that he / she is  
pursuing.

We shall be grateful for the help you may offer to him or her accordingly.

Thank you.

Yours faithfully,

19 FEB 2024

Mr. Akampurira Timothy  
Academic Registrar



UGANDA CHRISTIAN  
UNIVERSITY  
A Centre of Excellence in the Heart of Africa  
MBALE UNIVERSITY COLLEGE

Office of the Academic Registrar

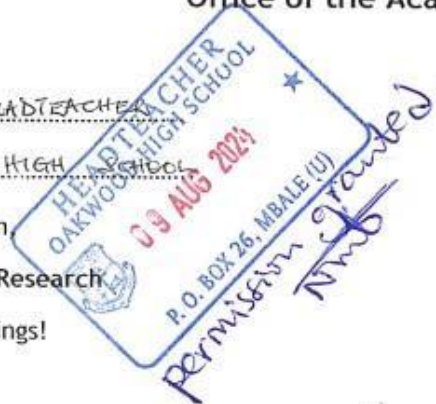
To THE HEADTEACHER

OAKWOOD HIGH SCHOOL

Dear Sir/Madam

Re: Academic Research

Christian greetings!



We are honored to introduce to you Mr. Mrs./Miss ONYANGO - PATRICIA

Of Registration Number; RJ22/MUCBEN/038 pursuing a Masters' Degree/Postgraduate Diploma / Bachelor's Degree BACHELOR'S

He/ she is required to carry out an academic research on the topic

IMPACT OF SOCIO-ECONOMIC STATUS OF PARENTS ON ACADEMIC

PERFORMANCE OF LEARNERS IN SECONDARY SCHOOLS IN NAKALOKI TOWN

COUNCIL, MBALE CITY

and thereafter produce a well bound hard cover research report (MAROON) in color for undergraduate and three (BLACK) copies for Postgraduate students as a University requirement for the award of a degree/diploma in the academic discipline that he / she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.

Thank you.

Yours faithfully,

19 FEB 2024

Mr. Akampurira Timothy

Academic Registrar



UGANDA CHRISTIAN  
UNIVERSITY  
A Centre of Excellence in the Heart of Africa  
MBALE UNIVERSITY COLLEGE

Office of the Academic Registrar

To THE HEADTEACHER  
IDEAL GIRLS HIGH SCHOOL

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss. ONYANGO PATRICIA

Of Registration Number; RJ22/MUC/BED/038 pursuing a Masters'  
Degree/Postgraduate Diploma / Bachelor's Degree

He/ she is required to carry out an academic research on the topic

IMPACT OF SOCIO-ECONOMIC BACKGROUND OF  
PARENTS ON ACADEMIC PERFORMANCE OF LEARNERS IN  
SECONDARY SCHOOLS IN NAKALOKI TOWN COUNCIL, MBALE CITY  
and thereafter produce a well bound hard cover research report (MAROON) in color for  
undergraduate and three (BLACK) copies for Postgraduate students as a University  
requirement for the award of a degree/diploma in the academic discipline that he / she is  
pursuing.

We shall be grateful for the help you may offer to him or her accordingly.

Thank you.

Yours faithfully,

Mr. Akampurira Timothy  
Academic Registrar

19 FEB 2024



**APPENDIX VI: MAP SHOWING SCHOOLS IN NAKALOKE TOWN COUNCIL**

