

## PARENTAL INVOLVEMENT IN PUPILS' ACADEMIC PERFORMANCE IN FIVE SELECTED PUBLIC PRIMARY SCHOOLS OF KALAMBA SUBCOUNTY BUTAMBALA DISTRICT, UGANDA. A CROSS-SECTIONAL STUDY.

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### ABSTRACT.

#### Background:

The purpose of this study was to assess Parental involvement and Pupils' academic performance in five selected public primary schools of Kalamba sub-county Butambala district.

#### Methodology:

The study used a cross-sectional survey design where purposive sampling of 5 government aided and 5 out of 10 in Kalamba sub-county, as well as the intact classes of pupils from primary five to Seven taking four major subjects as per the Uganda National Examination Board guidelines, were included in the study. Thus 425 pupils and 45 teachers participated in the study. Questionnaires with close-ended and structured items were used to collect data on parental involvement.

#### Results:

The study enrolled 208 males and 262 females aged 18 and above. Findings revealed that parental involvement is low in pupils' academic performance and the relationship between parental involvement and pupils' academic performance is significant. Close analysis reveals that all three concepts of parental involvement, namely, parent-pupil interaction, parent-moral guidance, and parent-teacher interaction, had positive r-values that are 0.145, 0.198, and 0.118.

#### Conclusions:

Due to social, political, technological, and economic changes in Uganda, in some parts of Uganda, some parents have abandoned their roles towards their children, many of them do not interact with them, morally guide them, and not interact with their teachers; that pupils in primary schools in Kalamba sub county Butambala district generally do not perform well academically and that academic achievement of the learner depends on many factors, Parental involvement is among these factors. The higher the Parental involvement, the higher the possibility of the pupils getting good results and vice versa.

#### Recommendations:

There is a need for parents in Kalamba sub-county to give enough time for their children to get highly involved with them, monitor them, guide them morally, interact with teachers, and support them financially and academically.

**Keywords:** Parental involvement, Academic performance, Public primary schools, Kalamba sub-county

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### BACKGROUND OF THE STUDY.

Kalamba sub-county has ten government Primary schools. Some parents care less about parental involvement and good teaching for academic excellence. Some of the schools even cheat in the National Examinations (PLE) for their learners to excel. In most public Primary schools, the teacher-student ratio is very big which makes some teachers develop an 'I don't care' attitude toward pupils and the result will be pupils' poor academic performance.

Since the introduction of Universal education (UPE) for all primary school pupils in year 1996, Kalamba sub-county has registered the following average scores in seven consecutive years out of 400 marks in four subjects; 195.90, 220.82,

234.53, 223.36, 242.10, 224.91, 231.97. This represents an average of 224.79 and a percentage of 44.96%. The sub-county ranks number 4 out of 6 sub-counties in the District. This area of research has received and admitted students throughout the year. Moses Muhia, 2011.

Despite all the dedication and enthusiasm of the teachers, the sub-county continues to register minimal mean standard scores in different classes. The sub-county target for the upper class is a score above 250 marks but this has remained a pipe dream. The researcher has ventured to study whether parental involvement influences a pupil's academic performance.

The evidence was from the annual reports as well as the National examination results of Primary Seven (PLE) in Kalamba sub-county Butambala district over the years to

confirm this discouraging perspective of pupil’s academic performance in the sub-county (John Ssebakumba 2019).

**Purpose of the study.**

The purpose of this study was to assess Parental involvement and Pupils' academic performance in five selected public primary schools of Kalamba sub-county Butambala district.

**Specific objectives.**

- Examine the effects of parent-pupil interaction on the academic performance of pupils in five selected public primary schools of Kalamba sub-county Butambala district.
- Identify the effect of parents-moral guidance on the academic performance of pupils in five selected public primary schools in Kalamba Sub-county Butambala district.
- Identify the effect of Parent-teacher interaction on Pupils' academic Performance in five selected public primary schools of Kalamba sub-county Butambala district.

**METHODOLOGY.**

**Research design.**

The researcher used the cross-sectional survey design because the study was interested in relating parental

involvement and pupils' academic Performance in Upper Primary. The Survey allowed the researcher to adequately and effectively involve different respondents at one point in time. The researcher in this survey collected information by administering questionnaires to sample respondents.

**Study area.**

The study was conducted in Kalamba sub-county. This sub-county has ten government-aided primary schools though the study was done in only five government schools looking at Parental involvement and Pupil academic Performance in five selected public primary schools in Kalamba sub-county, Butambala district. This study was conducted over two years.

**Research approach.**

The researcher employed the use of qualitative and quantitative approaches. The two approaches were considered relevant and suitable for the study as they facilitated the collection of data through the use of questionnaires and interview schedules

**Target population.**

The study was carried out in Kalamba sub-county among ten (10) government Primary schools, 90 teachers, and 850 pupils as recorded by the District Education Officers.

**Table 1: Showing the target population in Kalamba sub-county.**

Category	Numbers
Public schools	10
Teachers	90
Pupils	850

**The Sample Population and Size.**

The researcher used a Purposive sampling Procedure in sampling 50% of the target population which is 5 government-aided primary schools, 45 teachers, and 425 pupils.

**Table 2: Showing sample population and size.**

Category	Population	Sample	Sampling technique
Pupils	850	425	Purposive
Teachers	90	45	Purposive
Total	940	470	Purposive

**Sampling procedure.**

Purposive sampling was used to identify the respondents of the study based on their maturity, good orientation with the

teachers and Pupils on parental involvement, and pupils’ academic performance in five selected public primary schools in Kalamba sub-county.

**Table 3 shows a sample of teachers and pupils.**

Response mode	rating	interpretation
Strongly agree	4	Very important
Agree	3	Sufficient
Disagree	2	Less sufficient

### Research Instrument.

The researcher collected data using questionnaires thus providing data easy to compute and analyze. The questionnaires were issued to the sampled respondents and collected at a later date. The questions were open-ended, based on the 4-point Likert scale. The following- rating was used.

This instrument was composed of three sections, A, B, and C. Section A sought data concerning the demographic characteristics of the respondents that is their gender and age. Section B has open-ended items on parental involvement and Section C has Structured items on parental involvement requiring the learners to describe and explain in detail. The 4 Likert scale grading of 1 - strongly disagree; 2 – Agree, 3 - Disagree, and 4 - strongly agree was used.

The data about pupils' academic performance was collected using a documentary review, by analyzing the raw marks of the pupils of terms one, two, and three of 2019 and 2021, all of which were marked out of 100 (as the maximum marks of pupils could score in each subject. In analyzing this data, the marks were grouped as 80-100 (Very good performance) and 70-79. (Good performance), 50.69 (Fair performance); and 00-49 (poor performance). The Uganda, National Examinations Board (UNEB) body responsible for the national examinations usually uses that related grading.

### Validity and Reliability of the research instrument.

The test-retest technique was used to determine the reliability of the research instruments on 16 qualified respondents from four primary schools (at least four pupils from each school) but who were not included in the actual study.

The content validity was ensured by submitting the questionnaire to an expert to give his or her Judgment as to whether the instrument is valid or not, and then the content validity index (CVI) was calculated based on the judgment

$$CVI = \frac{\text{Relevant items by experts}}{\text{Number of items.}}$$

$$CVI = 34/39$$

$$CVI = 0.8721$$

Since the content validity index was above 0.7, then the instrument was perceived to be valid.

### Data Collection Procedures.

#### Before the administration of the questionnaires.

Before the administration of the questionnaires, the researcher produced more than enough questionnaires for distribution.

Before going to the field, the researcher obtained an introductory letter from the graduate school, Kampala University which was taken to the respective school and other relevant offices requesting approval to conduct the study in the primary schools selected.

Having been approved, the researcher selected five research assistants who assisted her in data collection. The research assistants were oriented to be consistent in administering the questionnaires.

#### During the administration of the questionnaires.

The researcher requested the respondents to answer honestly all the items in the questionnaires and not to leave any part of the questionnaires unanswered.

The researcher and research assistants told the Pupils that the questionnaires were to be filled out there and then. In this way, the pupils in each school were gathered in a room from where they filled the questionnaires, after which the researcher and research assistants collected the filled questionnaires.

#### After the administration of the questionnaires.

After collecting all the filled questionnaires, the quantitative data gathered was entered into the computer and was statistically treated using the Statistical Package for Social Sciences (SPSS).

### Data analysis.

After the researcher sorted out the valid questionnaires and coding accomplished, to derive useful meaning from the data, the data were analyzed as follows

The Arithmetic mean was used to establish the extent of parental involvement in the children's education, using the following mean ranges and interpretations:

**Table 4 shows the extent of parental involvement in children's education.**

Mean range	Response Mode	Interpretation
3.26 – 4.0	strongly agree	very large extent of parental involvement
2.51 – 3.25	Agree	a large extent of parental involvement
1.76 – 2.50	Disagree	small extent of parental involvement
1.00 – 1.75	Strongly Disagree	Very small extent of parental involvement

To assess the academic performance of pupils the percentage distribution was used, using the researcher-designed ranges as follows.

**Table 5: Showing academic performance of pupils.**

Raw marks per subject (out of 100)	Interpretation
80 – 100	Very good performance
70 – 79	Good performance
50 – 69	Fair performance
00 - 49	Poor performance

To establish whether or not the pupil's academic performance was significantly correlated with their parent's involvement, Pearson's linear Correlation coefficient was used.

The respondents were neither required to disclose their names nor the names of their parents, some mediocre parents do not want their children to reveal that mediocrity to strangers.

### Ethical Consideration.

To ensure the confidentiality of the information which was provided by the respondents and to ascertain the practice of ethics in this study the researcher sought permission to adopt the Standardized questionnaires through written communication to the administrative; coding respondents and school, requesting the respondent to sign, acknowledge the authors quoted in this study through citation and referencing and finally prepare findings in generalized manner.

The respondents were assured of the confidentiality of the information given.

### RESULTS.

In this study, 470 respondents who participated in the study are described according to age and gender. In each case, respondents were asked to declare their respective profile information to enable the researcher to classify them accordingly. Close-ended questionnaires were employed by the researcher in ascertaining information about their profiles and their responses were analyzed using frequencies and percentages distributions as summarized in table 6.

**Table 6: Profile of respondents.**

Category	Frequency	Percentage
Age		
11 -13	250	53.2
14 – 17	175	37.2
18 and above	45	9.6
Total	470	100
Sex		
Male	208	44.26
Female	262	55.74
Total	470	100

Results from Table 6 indicate that most of the respondents were female 55.74% and male 44.26%. This shows that there is still a gender imbalance in pupils' access to primary school education in the Kalamba sub-county. However, the gender is not big; it is a difference of only 11.48%. Seemingly, parents have been highly sensitized on the importance of educating both boys and girls. Regarding age,

most of the respondents (53.2%) were in the age bracket of 11-13. Other pupils 38.3% in the bracket age 14 - 17, and 8.5% aged 18 years and above, probably teachers who gave their ideas on parental involvement and academic performance of Primary Pupils of Kalamba sub county Butambala district.

**Table 7: Showing the performance of pupils in Kalamba sub-county for five years back.**

Year	Divisions					
	DIV 1	DIV 2	DIV 3	DIV 4	DIV U	X
2022	46	55	82	84	106	-
2021	-	-	-	-	-	-
2020	40	64	70	82	98	-
2019	39	52	69	70	94	10
2018	40	50	75	60	91	14
2017	35	59	80	62	102	-
Total	200	280	376	358	491	24

Table 7 shows the performance of pupils from 2017 to 2022. It reveals only 200 learners in the whole sub-county passed in Division One, 280 in Division Two, 376 in Division Three, 358 in Division Four, and 491 were ungraded. Only 24 pupils were in division x. In the year 2021, learners did not sit for PLE due to the outbreak of Covid 19. The results indicate that academic performance was poor.

The independent variable in this study was Parental involvement which was broken into three components as research objectives. The first objective of the independent variable was parent-pupil interaction on academic Performance, the second objective was parent-moral guidance on academic performance and the third objective was parent-teacher interaction on academic performance

**Parental involvement in the education of their children.**

**Table 8: Showing the parent-pupil interaction on academic performance.**

Parental involvement	Mean	Interpretation
My parents/guardians Take me to school and register me to study	2.70	High
Do homework with me	2.62	High
Talk to me about the use of education.	2.55	High
Allow me to hold academic discussions with colleagues	2.54	High
Give me time to revise books	2.49	Low
Provide me with means of transport to and from school	2.49	Low
Hire a resourceful person to coach me	2.48	Low
Buy me textbooks and pamphlets	2.46	Low
Check my books regularly	2.44	Low
Give me money for upkeep	2.37	Low
Listen to my opinion as in my strengths and weaknesses	2.33	Low
Average mean	2.49	Low

**Table 9: Parental moral guidance on academic performance.**

My parents/guardians		
Advise me to concentrate on my studies	2.58	High
Advise me to avoid bad peer groups	2.55	High
Advise me to avoid sexual immorality	2.55	High
Talk to me about HIV/AIDS	2.47	Low
Advise me not to take alcohol	2.45	Low
Advise me to come back home before 7:00 pm	2.40	Low
Talk to me about the dangers of getting pregnant/impregnating girls	2.32	Low
Tell me the benefits of studying and the dangers of dropping out of school	1.30	Very low
Average mean	2.33	Low

**Table 10: Parent-teacher interaction**

My parents/ guardians		
Attend parents' meetings at school	2.45	Low
Pay regular visits to school	2.37	Low
Seek advice from teachers on how I can perform better	2.33	Low
Ask teachers about my strengths and weaknesses	2.28	Low
Attend sports activities at school	2.28	Low
Participate in fundraising for school projects	2.10	Low
Advise the head teacher on how to get resourceful persons for the school	2.03	Low
Average mean	2.26	Low
Overall mean	2.36	Low

**Table 11: summary of parental involvement in their children's education**

Item	Mean
Parent pupil interaction	2.49
Parent moral guidance	2.33
Parent-teacher interaction	2.26
Average mean	2.36

Table 11 reveals that parents in Kalamba sub-county involve themselves little in the education of their children at primary school level specifically in areas of parent-pupil interaction, parent moral guidance, and parent-teacher interaction.

In all three concepts of parental involvement as per this study, there was none where the involvement was high or very high. This implies that though parents gave birth to their children, and though they seemingly love their children as evidenced in enrolling them in schools, the parents wrongly assume that their children are mature enough to avoid bad peer groups, to concentrate on studies, to avoid alcohol, to know the danger of early pregnancy, among others. This is a mistaken belief. The fact is that learning is a gradual process, children need to be guided from time to time.

However, on the aspect of parental moral guidance it is realized that on all the nine parameters of moral guidance to children as per this study, there was no score of 00, which

means that parents do not ignore to guide their children in those different ways. They guide them but to a small extent, say in sexual immorality and avoiding bad peer groups where children are guided highly.

Regarding the element of parent-teacher interaction, a related trend occurs as that of other aspects of parental involvement. The parents do not totally avoid interacting with the teachers of their children. They are doing it to a smaller extent (mean 2.36) Probably because they are limited by psycho-social factors. There is seemingly over-trusting of the school system, and even if parents do not collaborate much with teachers, they can do their work effectively.

The data collected on this aspect highlighted that there are other forms of parental involvement in their children's education, used by parents and guardians of Kalamba Sub-county Butambala district as summarized in table 12.

**Table 12 Shows parental involvement in children’s education.**

No.	Item	No.	%
1.	Causing particular schools to organize prayers for all P7 candidates who are about to sit for National examinations	360	76.5
2.	Children to find a way of survival	8	1.7
3.	Use of herbal medicines as brain boosters.	30	6.38
4.	Causing children to pray to God when they are going to be examined so that they can pass well	200	42.5
5.	Applying protective medicine on children's bodies through cuts	35	7.44

Table 12 shows data summarized from the structured item of the questionnaire. It indicates that different parents are involved in their children's education not only in the formal way but also in informal ways which they believe can cause their children to succeed academically. For example, 76.5% of the respondents stated that their parents urge head teachers to organize prayers for P7 candidates when they are about to sit for their national examinations. They said that during those functions, religious leaders are the ones who lead the prayers for the candidates. The idea is to ask God to bless the candidates. This shows the value some parents and schools attach to putting God first in what they do. It also reveals that religion has roots in Kalamba sub-county. This is related to the assertion of 42.5% of the respondents who reported that their Parents urge them to pray to God when they are in the examination room before the paper begins. So that the pupils can be guided by the spirit of God. This also reveals people's locus of control that one's life, success, and failure are controlled by a certain force or being which is invisible that even if one works so hard, he needs blessings of that invisible force to succeed. In other words, the perception is that mere hard work, such as reading hard is not enough, one needs the blessings of God. Incidentally, other respondents raised the issue of their parents/guardians causing them to use herbal medicine as a brain booster. 6.38% of the respondents gave an example of a herb locally called “olumanyo” which is crushed and

mixed with food or tea, when one takes a concoction of that, one can hardly forget what he or she studies or revises. They indicated that it is a tool to enable their children to get good academic grades. The responses from qualitative data, though not raised by many pupils point to the role of faith or religion in education. It also shows how religious the people of Kalamba sub-county are: Christians, Muslims, and traditionalists. The people believe that faith/religion has to go hand in hand with education.

Based on the researcher's casual observation of the socio-economic status of the parents in Kalamba sub-county, as well as the standards of the school in the area, stunted growth was realized despite Kalamba sub-county being only 40 miles away from Kampala city, Probably because the traditional practices as implied in pupils' responses account for that, which finally translates into limited responsible official parental involvement in their children's education.

### **Pupils Academic Performance.**

On this aspect as the dependent variable, only four subjects were considered since they are very compulsory according to the UNEB regulations. They are therefore offered by all learners of P.5 – P.7 throughout Uganda. The results as presented in Table 13 show that the pupil’s performance was poor.

**Table 13 shows the pupil's performance.**

Subject	No. of pupils	v.good %	No. of pupils	Good %	No. of pupils	Fair %	No. of pupils	Poor %
Mathematics	40	9.41	99	23.3	115	27.0	171	40.2
English	59	13.8	94	22.18	115	27.0	157	36.9
Science	60	14.11	95	22.35	117	27.5	153	36.0
SST	55	12.9	90	21.17	132	31.0	158	37.8

Table 13 reveals that on average the upper primary pupils in Kalamba sub-county perform poorly. It is shown that almost all subjects were poorly performed as 40.2% of the students performed poorly in mathematics, 37.8% performed poorly in SST 36.9% performed poorly in English and 36.0% performed poorly in science. The implication from this table is that the pupils are academically weak as proved by the performance in those

four compulsory subjects. It also implies that most pupils' attitude is negative toward learning or else teachers need to check the teaching methods Interestingly though pupils generally performed poorly, there was no subject among which pupils totally failed to score above 80%, for example, Mathematics 9.4%, English 13.8%, Science 14.11%, and SST 12.9%.

This shows that though the majority of pupils are academically weak, some were bright though the bright ones were few.

The best subjects were Science and English in which 14.11% and 13.8 of pupils scored very good marks (80 – 100%). Some pupils scored good marks (70 – 79%) in Mathematics and Science still that was 23.3% and 22.35%. Relatively, most of the pupils preferred fairly in all the four subjects. They scored between 50-69%. As observed in Table 13 there was no marked difference in the fair performance in the four subjects for example 27.0% performed fairly in Mathematics, 27.0%, in English still,

27.5% in Science, and 31.0% in SST. This means that although the pupils did not perform well, their performance was not too poor.

**Relationship between parent-pupil interaction and pupils' academic performance.**

On this aspect, it was found that there is a significant relationship between parental involvement and pupils' academic performance in Kalamba subcounty as shown in tables 14, 15, and 16.

**Table 14: Showing the relationship between parent-pupil interaction and pupils' academic performance.**

Variables correlated	r- value	Sig	Interpretation	Decision on Ho
Parents' pupil interaction Vs pupil's academic performance	.145	.000	Significant Correlation	Rejected

Source: Primary data, 2003

**Table 15 Relationship between parent moral guidance and academic performance**

Variables correlated	r- value	Sig	Interpretation	Decision on HO
Parents moral guidance Vs pupil's academic performance	.198	.000	Significant Correlation	Rejected

Source: Primary data, 2003

**Table 16 Relationship between Parent teacher Interaction and Pupil's Academic Performance**

Variables correlated	r- value	Sig	Interpretation	Decision on HO
Parent-teacher interaction Vs pupil's academic performance	.118	.000	Significant Correlation	Rejected

Source: Primary data, 2003

The results in Tables 14, 15, and 16 reveals that there is a significant relationship between parental involvement and pupils' academic performance in Kalamba Sub County. Close analysis reveals that all three concepts of parental involvement, namely, parent-pupil interaction, parent-moral guidance, and parent-teacher interaction, had positive r-values that are 0.145, 0.198, and 0.118. This means that if parents put in more effort and get more involved in these three aspects, their children can perform better, that is, their academic performance can become better than what it is now.

**DISCUSSION.**

**Parental involvement.**

The overall mean of 2.36 implies that parental involvement in the education of their children is low. This means that parents of primary pupils in Kalamba sub-county, though they send their children to school ignore many aspects of involvement in their children's education. They participate in these aspects. (Parent-pupil interaction, parent moral guidance, Parent-teacher interaction) to a small extent.



Based on the qualitative data gathered from the structured items, the reasons cited for this low parental involvement were the assumption parents have, that upper primary pupils are mature, and the assumption that teachers do everything teaching and giving moral guidance. Some parents are too shy to discuss some moral issues with their children, some parents are not educated they do not do much to give academic support to their children, and some parents are busy at work and have limited or no time to interact with their children as well as interacting with teachers. Some parents also fear to entrust their children, especially daughters with male resourceful persons to couch them for fear of sexual harassment.

A relatively large number of pupils claimed that their parents do not provide means of transport to and from school, so they usually walk on foot. In the Ugandan village setting this can to some extent be perceived as being good so that the children are not brought up in a very soft way, but are instead brought up in a way which can enable them to cope with the challenges of life. It can lead to disastrous effects on the side of the adolescent female pupils as some of them can be given free rides by boda boda (motorcycle) rides and they can end up in bed with them. Although some of the girls who are given enough economic support by their parents/guardians can also go to bed with men those with less or no financial support from parents or guardians are more likely to be blindfolded/misled by men than their counterparts who are well supported financially by their parents. It is therefore dangerous for parents to ignore or fail to get involved financially, materially physically, emotionally, and morally in the education of their children.

### **Academic performance.**

Many pupils cited the insufficiency of resources such as relevant textbooks as being one of the major causes of Pupils' poor academic performance in upper primary. Inadequate expenditure on teaching resources in the upper primary has an impact on pupils' academic performance. But even if schools had resources, it would not necessarily guarantee their good academic performance. Indeed, resource availability is not a guarantee for good academic performance unless when they are optimally used.

The findings showed that in schools where pupils performed poorly, teachers used poor teaching approaches which were teacher-centered where the teacher could explain nearly everything well in the school where Pupils performed a bit better, the teaching methods were learner-centered which called upon all pupils to collaborate through guided discussions, guided discoveries, demonstrations, thus teaching methods and approaches contribute to the good or poor academic performance of learners. This seemingly affirms the Observation of Brophy (2016) that pupils learn better when most of the available

time is assigned to curriculum-focused activities and their classroom climate is encouraging.

Surprisingly, four pupils in giving detailed responses about academic performance, raised the issue of unemployment that even if somebody performs so well from primary up to university, he or she can fail to get a job due to the poor education system that produces job seekers rather than makers. Whether one achieves academically or not, he or she cannot fail to survive. However, such surprising comments from pupils seemingly imply a lack of or limited career guidance from teachers and parents.

Three pupils mentioned factors like pupils themselves being lousy, or not serious at all. Based on two-day schools, some pupils were too untidy and seemed to be so confrontational and undisciplined, hence unlikely to be serious with academics. Therefore, the poor academic performance of learners was not accidental.

Although decency appearance doesn't necessarily predict good performance and vice-versa, the fact that lousy and undisciplined pupils are more likely to be poor performers.

On the question of the teaching methods, six Pupils in one school mentioned that their English teacher involved them in debates as well as SST teachers who sometimes use video shows which makes teaching more enjoyable and develops other aspects like critical thinking, judgment, and analysis, which are very important in human life.

### **The link between parental participation and students' academic performance.**

The results of the current study indicated that Primary school Pupils' academic performance is indicated by parental involvement, that is, since the parents are less involved in their children's education, their children are performing poorly.

Kalamba sub-county in Butambala district despite being 40 miles from Kampala the capital of Uganda has people who based on the researchers' casual observations, still have strong roots in their traditional values and customs as evidenced in the presence of ancestral shrines in the area and the witch doctors. In Africa. Child rearing, guidance, and counseling of children are emphasized.

The issue of culture could therefore be determined as far as parental involvement is concerned.

Research also suggests that lack of involvement as well as poor monitoring and supervision of children's activities strongly predicts anti-social behavior and poor children's performance in various aspects Stephen Scott et al., 2012 concluded that anti-social behavior and poor child performance are associated with hostile, critical, Punitive and coercive parenting.

This study reveals that children attending school leads to different types of parenting practices (e.g. parents helping with homework, Parents monitoring after-school

activities which in turn facilitate adaptive school outcomes. (e.g. high levels of school motivation, grade Points average). Parents who have aspirations for their children to perform well in school are more likely than parents who do not have these aspirations to monitor their children's after-school activities and get involved with their children's educational experience. Parental socialization goals are emphasized and Parenting practices are exhibited. Therefore, parenting styles moderate the relationship between parental involvement and academic achievement.

### CONCLUSIONS.

Due to social, political, technological, and economic changes in Uganda, some parents in Kalamba sub-county have abandoned their roles toward their children, many of them do not adequately guide their children to interact with them financially and academically and do not adequately collaborate with the teachers of their children of primary school:

Pupils in public primary schools in Kalamba sub-county do not perform well academically.

The academic achievement of learners in public primary schools depends on many factors. Parental involvement is among those factors. The higher the Parental involvement, the higher the possibility of the learners getting good results and vice versa

### RECOMMENDATIONS.

- There is a need for parents in Kalamba sub-county to give enough time for their children to get highly involved with them, monitor them, guide them morally, interact with teachers, and support them financially and academically
- Given the poor academic Performance of Learners especially in Science and Mathematics pupils should put in more effort. They should also be guided by their teachers to stop perceiving Science and mathematics as being hard.
- Since parental involvement influences the children's learning outcomes, there is a need for parents to get involved more in their children's education, highly monitor their children, guide them, and support them financially and academically.
- Parent's Parent-teacher meetings (PTMs) should be conducted at the end of every month because it is the most reliable source of interaction between teachers and students.
- Parents should be requested to attend these meetings in the schools. Extra marks should be

given to those students whose parents attend these meetings.

- Teachers should call the parents to inform them about the progress of their children.
- Teachers should provide their phone numbers to all the students so that parents may contact the teachers. This will create a strong interaction among these two sides.
- Teachers should enlist the phone numbers of all the students so that he/she may contact them whenever it is necessary.
- Teachers should visit the students' homes if their parents don't visit schools.
- SMC should hold its meetings at regular intervals. Parents of the students should be appointed as its members. In this way parents will visit the schools and interaction will be improved.
- Headteachers should play their role to enhance parent-teacher interaction in the school.

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### LIST OF ABBREVIATION.

<b>CVI:</b>	Content Validity Index
<b>PLE:</b>	Primary Leaving Examination
<b>PTA:</b>	Parents Teachers Association
<b>PTMs:</b>	Parent's Teachers' Meetings
<b>SPSS:</b>	Statistical Package for Social Sciences
<b>UPE:</b>	Universal Primary Education
<b>UNEB:</b>	Uganda National Examinations Board
<b>SST:</b>	Social Studies

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