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Original Article

RELATIONSHIP BETWEEN PARENTS' LEVEL OF EDUCATION AND PUPIL'S ACADEMIC PERFORMANCE IN SELECTED PRIMARY SCHOOLS IN KAYUNGA DISTRICT. A CROSS SECTIONAL-STUDY.

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ABSTRACT

Background

Academic performance among pupils is influenced by numerous factors. Yet, excelling in academics is important in ensuring pupils not only pass exams but also lead rewarding lives. This study sought to determine the relationship between the parent's level of education and pupils' academic performance in primary schools.

Methodology

A mixed-method research approach was used in this study to generate data from 453 respondents drawn from eight primary schools in the Kayunga district. Using questionnaires and interview guides, data was collected from pupils, teachers, head teachers, parents, and the Area Education Officer.

Results

The correlation findings indicated a positive relationship between parents' level of education and pupils' academic performance (*r = 0.297**, p =, 0.000)* thus there was a positive relationship between parents' level of education and pupils' academic performance in Kayunga District.

Conclusion

There is a significant positive relationship between parents' level of education and pupils' academic performance. Attributed to parents checking books and homework of their children, assisting pupils in doing their homework, and assigning minimal domestic work to pupils at home to allow them to revise. Some of the parents visit schools to follow up on the academic progress of their pupils.

Recommendation

The study strongly recommends that parents should be made aware of the importance of the home environment in their children's academic performance. Teachers, educationists, and leaders should create awareness among parents of the importance of the home environment in improving the academic performance of pupils.

Keywords: *Parents level of education, pupils' academic performance, primary schools, Kayunga District.*
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BACKGROUND TO THE STUDY

Primary Education is the most basic formal education and is valued highly for preparing learners for secondary education, the world of work, scientific and technical application of knowledge, and life skills (Fan, 2012). However, getting primary education is not automatic; it is influenced by many factors including parents' social and economic experiences (socio-economic status) and disparities in education standards throughout Uganda (Jjemba, 2011).

Sarigiani (1990) noted that parental educational level is significantly related to the educational attainment of their children. This study also had two levels of judging educational level: college or below to college graduates and above. The children of more educated groups tended to have higher aspirations and higher education plans (Sarigiani, 1990).

As parents want their children to maintain the status quo, it is believed that parents with higher educational levels have stronger confidence in their children's academic abilities and they also have higher expectations of their children to get good grades, behave well in school, and attend college and consequently, these expectations and confidence in their children motivate them to do well at school (Mallan, 2009). The confidence parents have in their children also helps them to build their confidence and self-concept which is important in their education. However, Mallan (2009) warns that parents' over-expectations might also cause stress to their children which translates to poor

educational attainments. Children learn by example often through observations at home (Eccles, 2005). For instance, if a child's parents are reading books, attending ongoing educational classes, and taking them along to the museums, and libraries -- all activities educated parents are more apt to do -- they are engaging the child in several direct learning experiences that will help him/her to achieve the best in education. The relationship between parents' level of education and academic performance shows that there is a significant positive relationship between parents' level of education and student's academic performance (Rana, 2015).

Much as Jamila (2009) seems to agree with Rana (2015) in the study conducted within the Norwegian context, her study leaves a window for further study as all the socioeconomic factors were not exhausted. The study did not look at how parents' occupations and income affect children's academic performance. Education not only gives insight, but also grooms the personality, inculcates moral values, adds knowledge, and gives skills. In every field of endeavor, highly qualified people are needed (Musarat et al*.,* 2013). Zehri and Abdelbaki (2013) submit that parents' educational background influences the academic performance of students. This is because the parents are in a good position to be second teachers to the child, and even guide and counsel the child on the best way to perform well in education and provide the necessary materials needed by the child. This view was supported by Saila and Chamundeswari (2013) that a child who comes from an educated home would likely follow the steps of his or her family and by this, work actively in his or her studies.

This study aimed to find out the relationship between parents' level of education and pupils' academic performance in selected primary schools in the Kayunga district.

METHODOLOGY

Research design

The study adopted a cross-sectional and correlational survey design. This design was chosen as appropriate because the researcher collected data from respondents at one point in time. Both Quantitative and Qualitative research approaches were used to generate data which was analysed, presented, and interpreted considering the various demographic characteristics. It included data expressed in written form and numerical form to bring out a very clear understanding of the relationship between socio-economic status of parents and academic performance of pupils in selected primary schools in Kayunga District.

Study population

Kayunga district comprises privately owned and government-aided primary schools. The population of the study was 4048 people. The study therefore targeted 8 head teachers, 120 teachers, 3375 pupils, 1 Area Education Officer, and 544 parents, each of the selected schools has a population of 500 pupils (Kayunga District Education Department, 2023). These 8 Government-aid primary schools were selected because they had highly populated classes with pupils from diverse socioeconomic family backgrounds. These schools were selected because they had shown a persistent decline in academic performance for the last five years (Kayunga District Education Report, 2023).

Sample size and sampling procedure.

Teachers were included in this study because they are directly involved in monitoring pupils' school attendance, assessment, and evaluation of pupils and close to pupils as far as the teaching and learning process is concerned. Pupils were involved because they are direct beneficiaries of their parents' socio-economic status, thus they are rich informants. Headteachers were involved because they are direct administrators involved in the supervision and monitoring of all activities in the school. Parents were included in this study to understand the different socioeconomic activities they are undertaking. In addition, the Area Education Officer was part of the study being the custodian of policies and records that affect the teaching and learning process in primary schools.

Table 1: Sample Size

Category of respondents	Population study (N)	Sample size(n)	%age	Sampling technique
1. Head teachers	08	08	1.7	Purposive
2. Teachers	120	12	2.6	Simple random
3. Pupils	3375	333	73.5	Simple random
4. AEO	1	1	0.2	Purposive
5. Parents	544	100	22	Simple random
Total	**4048**	**453**	**100**	

n = **453 respondents**

In this study, 333 primary seven and six pupils, 12 teachers, 8 head teachers, 100 parents, and 1 AEO were engaged. Primary seven and six pupils were selected for the study because they are old enough to read and easily interpret the questions with less supervision.

This sample was sufficient because Mugenda and Mugenda (2008) agreed that a sample size between 10% and 30% of the total population is statistically significant for social studies. This sample size was reached using Slovene's formula. It is computed as n = N / (1+Ne2) where n = Number of samples, N = Total population, and e = Error tolerance (level). A simple random sampling technique was used to select teachers, pupils, and parents because it allowed an equal chance of the population to be selected without bias and it is easy to use (Mugenda & Mugenda 2003). In addition, a purposive sampling technique was used to select head teachers and Area Education Officers based on their experience in school administration.

Data Collection methods and instruments

The study used questionnaires, and interviews as the main tools for collecting data. The tools are preferred because they are flexible to the sample category and easily generate detailed data from the respondents. The researcher was mainly concerned with the views, opinions, and perceptions, of respondents concerning the problem under study through probing for clarity during interviews.

Questionnaires

Both open and closed-ended questions were used in this study. Self-administered questionnaires were given to teachers and pupils, they were required to read and answer the questions given.

Interview Guide

Interview schedules were administered to head teachers, parents, and A.E.O. Face-to-face interaction with key informants was done whereby the researcher asked questions written on a piece of paper. Responses given by the interviewees were noted down.

Quality control methods

To ensure the quality of the data, two quality control methods were used in this study and included.

Validity.

In deciding whether the statement in the questionnaire instrument or interview method is relevant to the sample, validity is important. Content validity, according to (DeVellis, 2016), is a measure of the degree to which data obtained using a specific instrument represents a specific domain of a particular concept of concept. The validity of the content was ensured by thorough expert judgment, examination, and scrutiny of the instruments by supervisors and experts.

A Content Validity Index (CVI) was determined by dividing the relevant questions by the total questions (CVI=n/N). Of the 20 questions in the questionnaire, 18 were declared by the supervisor as relevant for the study and only 2 were declared invalid but were re-corrected under the guidance of the supervisor. The Content Validity Index was 0.9(18/20). The researcher continued with the questionnaire since the Content Validity Index was greater than 0.7 as proposed by Amin (2005) to be a good measure of validity.

Reliability

The researcher minimized random errors by cross-checking the questionnaires during piloting. Piloting was done to test whether the research instruments were clearly stated and whether they were meaningful to respondents. The results were compiled to improve the consistency and validity of the results in the final data collection exercise.

To test the reliability of the research instrument, the researcher used Cronbach's Alpha. Cronbach's alpha is a way of assessing reliability by comparing the amount of shared variance, or covariance, among the items making up an instrument to the amount of overall variance. The idea is that if the instrument is reliable, there should be a great deal of covariance among the items relative to the variance. To measure the consistency and reliability of the questionnaire the researcher used four respondents to pre-test the questionnaire using Cronbach alpha (α=) in SPSS as follows.

Where: C is the average inter-response covariance, v is the average variance and N is the number of items in the questionnaire.

Table 2: showing reliability of Research Instrument

		R1	R2	R3	R4
R1	Covariance	**1.403**	0.675	0.689	0.722
R2	Covariance	0.675	**1.678**	0.724	0.737
R3	Covariance	0.689	0.724	**1.921**	0.803
R4	Covariance	0.722	0.737	0.803	**1.736**

V= (1.403+1.678+1.921+1.736)/4= 1.685

C=(0.675+0.689+0.722+0.724+0.737+0.803)/6= 0.725

$\alpha = \frac{4(0.725)}{1.685+(4-1)0.725} = 0.75$

According to Amin (2005) if the Cronbach Alpha is greater than 0.7, then it is a good measure of reliability. Thus for this study, the research instruments were consistent and reliable in collecting data.

Data collection procedure

The researcher obtained an introductory letter from the School of Graduate Studies and Research from Team University to introduce him to School Administrators in Kayunga District to allow him to conduct research in their areas of jurisdiction. The researchers agreed with school administrators when to distribute questionnaires to pupils and class teachers and when to conduct an interview with them about the intended purpose. The researcher returned to the schools on the agreed dates for data collection.

You need a section on measurement of variables where you will describe the Likert scale used

Data analysis techniques

The data collected was coded and tested for completeness and then analyzed using descriptive and inferential statistics using the statistical package of social scientists (SPSS v 20) and presented using tables, charts, and graphs for easy interpretation. Pearson correlation and regression analysis were used to establish the relationship between variables. These types of inferential statistics are easy to compute and interpret and they also help in making conclusions. Descriptive statistical techniques (frequencies and percentages) were employed to analyze field data from questionnaires to assist in the interpretation of data.

Ethical considerations

The researcher established a good rapport with the respondents by ensuring that the purpose of the study and its potential benefits were clearly explained. The research was conducted on condition of confidentiality and anonymity of the respondents. This was done by assuring the respondents that the study findings were used for academic purposes only. Further, the respondents' names were not to appear anywhere in the data write-up.

Measurement of variables

Measurement of variables includes using the ordinal and nominal scales where the former will be conducted using the perception of respondents established by a 5-point Likert scale of responses running from strongly agree to strongly disagree.

A scale of 1 to 5 was used to assist the researcher measure the extent to which objectives were achieved where 1 represented strongly disagree, 2 represented disagree, 3 represented not sure, 4 represented agree and finally, 5 represented strongly agree. Bio-data of the respondents was measured based on the nominal scale as it was not ranked.

PRESENTATION, ANALYSIS, AND INTERPRETATION OF FINDINGS

Socio-demographic characteristics of respondents

Under this section the category, gender and age group of respondents are addressed. The demographics are presented in descriptive form considering percentages and frequencies as shown in the tables 3;

Table 3 Category of respondents

Category of respondent	Frequency	Percentage
Pupils	333	73.5%
Teachers	12	2.6%
Parents	100	22%
Head teachers	08	1.7%
Area Education Officer	01	0.2%
Total	**453**	**100**
Gender	**Frequency**	**Percentage**
Male	185	40.8%
Female	268	59.2%
Total	**453**	**100%**
Age Group	**Frequency**	**Percentage**
12 – 40 years	368	81.2%
41 and above	85	18.8%
Total		

Source: Field data, 2023

According to study findings on respondent categories, the majority of the respondents were pupils, constituting 73.5% of the total respondents. Teachers accounted for 2.6%, Parents represented 22% of the respondents, Head teachers and the Area Education Officer together made only 1.9% of the total respondents.

The emphasis on pupil responses suggests a focus on understanding the perspective of the primary stakeholders in the study, while also considering the input of teachers, parents, and school administrators.

Further, the findings on gender showed that female respondents outnumbered male respondents, with 59.2% and 40.8%, respectively. The higher representation of females could influence the findings, as their perspectives may be more prominent in the overall analysis. Gender differences in responses might be a factor to consider in interpreting the results.

On the age of the respondents, majority of respondents fall within the age group of 12 to 40 years, constituting 81.2% and 18.8% of the respondents were aged 41 and above years.

The relationship between parents' level of education and pupils' academic performance in Kayunga District

Pupils' academic performance in Kayunga District

Respondents (pupils) were tasked to give their views on the various variables regarding pupils' academic performance in Kayunga District were recorded and presented in table below. Where 1- Strongly Disagree, 2- Disagree, 3-Nuetral, 4- Agree, 5- Strongly Agree

Table 4: Descriptive Statistics on pupils' academic performance in Kayunga District

Statement	Mean	Std. Deviation
Pupils' perform extremely well in end of term exams	2.08	0.029
Pupils perform well in continuous assessment and progress easily	2.13	0.146
Pupils perform extremely well in Primary Leaving Exams	2.02	0.164
Most pupils achieve grade one in exams	1.33	0.223
Pupils actively participate during lessons	4.01	0.562
A significant number of pupils repeat classes	4.25	0.420
Pupils acquire specific skills and competencies at school	2.41	0.626

According to the findings in table 7, the statement on "Pupils' performance in end of term exams", the mean score of 2.08 suggests that, on average, respondents disagree that pupils perform extremely well in end of term exams. This indicates a perception of lower performance in these assessments.

The statement on "Pupils' performance in continuous assessment and progress" showed a mean score of 2.13 indicating that pupils perform well in continuous assessment and progress easily. This indicates a perception of challenges in continuous assessment methods and progression.

The statement "Pupils' performance in Primary Leaving Exams (PLE)" has a mean score of 2.02 indicating that respondents disagree that pupils perform extremely well in PLE. This suggests a perception of lower performance in this crucial examination.

On the statement "Achievement of grade one in exams" has a mean score of 1.33 indicating a significant disagreement among respondents regarding the statement that most pupils achieve grade one in exams. This suggests a perception of lower academic performance in obtaining the highest grade.

The statement "Pupils' participation during lessons", has a mean score of 4.01, respondents agree that pupils actively participate during lessons. This indicates a positive perception of pupil engagement in classroom activities.

The statement "Number of pupils repeating classes" has a mean score of 4.25 suggests a strong agreement among respondents that a significant number of pupils repeat classes. This indicates a perception of a high rate of grade repetition among students.

The statement "Acquisition of specific skills and competencies" has a mean score of 2.41, respondents disagree regarding pupils acquiring specific skills and competencies at school. This suggests a perception of inadequacy in skill and competency development among students.

In summary, the findings suggest that while pupils are perceived to actively participate during lessons, there are concerns regarding their performance in exams, particularly in PLE, continuous assessment, and end-of-term exams. Additionally, there seems to be a high rate of grade repetition among pupils, and concerns about the acquisition of specific skills and competencies. These findings could be indicative of areas needing improvement in the educational system in Kayunga District.

Parents' level of education

According to findings, the study includes a total of 333 parents or guardians. The education levels of parents were categorized into six groups: Degree, Diploma, Certificate, Secondary, Primary, and Never went to school.

Findings show that there was a total of 12 parents (9 fathers and 3 mothers) with a degree, constituting 3.6% of the total.

The diploma level had 40 parents (15 fathers and 25 mothers), representing 12% of the total.

Certificate holders were the most significant group, with 64 parents (28 fathers and 36 mothers), making up 19.2% of the total.

Parents with a secondary education level total 83 (38 fathers and 45 mothers), contributing 24.9% to the overall distribution.

Majority of parents fall into the "Primary" education level, with a total of 120 (40 fathers and 80 mothers), making up 36.1% of the total and a small percentage (4.2%) of parents (5 fathers and 9 mothers) never attended school.

Likert findings on the relationship between parents' level of education and pupils' academic performance in Kayunga District

The findings were recorded on five-point scale where 1-strongly agree, 2- agree, 3- Neutral, 4-Disagree and 5-strongly disagree and they had varying responses. From table 6, regarding whether parents check pupils' books and homework, majority of the respondents 236 (70.9%) agreed with the statement as compared to 97(29.1%) respondents who disagreed. Also, the mean response was 1.7 with standard deviation of 0.042. This implies that respondents agree that most parents check their pupils' books and home work for improved academic performance.

Further still, pupils were tasked to give their views regarding whether parents assist them in doing their homework and; majority of the respondents 211 (63.4%) disagreed with the statement as compared to 122(36.6%) who urged that their parents assist them in doing their homework. Further, the mean response was 4.43 and

standard deviation of 0.355. This indicates that most parents don't assist their children in doing their homework.

Regarding whether parents sign pupils' academic homework, majority of the respondents 225(67.6%) disagreed with the statement compared to 108(32.4%) who agreed with the statement. Also, findings showed a mean response of 4.24 with standard deviation of 0.32. This indicates that there were no variations in responses on the statement and thus most parents don't sign pupils' homework.

On the issue of whether parents comment about the pupils' homework, majority of the respondents 278 (83.5%) disagreed with the statement and only 55(16.5%) agreed. Also, the mean response was 4.6 with standard deviation 0.282. This indicates that majority of the respondents disagreed with the statement which implied that parents rarely comment on homework.

Similarly, regarding whether parents read and reply the letters from school, 212 (63.7%) respondents did not agree with the statement whereas 111(33.3%) respondents agreed with the statement and only 10(3%) respondents were not sure. The mean response of the statement was 4.01 with standard deviation of 0.131. This indicates that parents don't reply to letter from schools.

Respondents were asked whether they have enough time at home to study and; majority of them 180(54.1%) disagreed with the statement, 146(43.8%) agreed that they get enough time for home study and only 7(2.1%) were not sure. Also, the mean response was 3.8 with standard deviation of 0.611. This indicates that a significant number of pupils do not have enough time to study at home.

Pupils were tasked to give their views on whether parents give them a lot of domestic work to do at home and; 199(59.8%) agreed with the statement while 134(40.2%) disagreed. Also, the mean response was 2.81 with standard deviation of 0.429, an indication that most parents assign a lot of domestic work to pupils.

However, when the same respondents were asked if parents deny them time for revision at home; majority of them 211(63.4%) agreed with the statement compared to 105(31.5%) who disagreed and only 17(5.1%) were not sure. Also, the mean response was 2.77 with standard deviation of 0.398. This indicates that most parents deny their children time for revision at home.

Regarding the ability of parents to interpret pupils' academic performance, a mother from one of the participating schools said that;

My children go to school every day and in the evening when they come must show me what they have studied. If they passed the teachers' work well, I give them some rewards to work harder and those who fail the teachers' work I punish them and tell them to always pay attention to the teacher.

Another parent said that*:*

"Every morning when my children go to school, I follow them behind to see whether they reach at school. I have even gone further to inquire from teachers at what time my children reach school and how they behave while at school".

Contrary to how the above parents responded, another parent when interviewed said this*:*

"When I send children to study and they don't, it is up to them. if they don't study they are the ones to suffer in future not me"

In relation to this, the head teacher of one school said that,

"Mothers are the most active parents in our school programs especially attending meetings and following up their children in schools but what pains me most is the fact that most of them are unemployed and dependent on their husbands who are not supportive at all in providing for their children".

When asked about her involvement in helping her child with homework, a parent of a child at one of the schools responded that:

"I never studied because of not knowing the value of education. But I want my children to study and get jobs in government and be paid salary every month like their teachers is".

In some schools, teachers were found complaining about the laxity of some parents in providing for their children. For example, a male teacher from one of the schools said,

"Most parents don't know the value of education and we find it hard to convince them to provide for their children's needs for effective learning".

This clearly indicates that pupils with parents/guardians that are educated especially professionally have an advantage of being assisted in homework since parents always want their children to communicate. On the other hand, when a parent is not educated, the child is likely to face inadequate guidance in homework which may affect his/her achievement at school as well.

For each objective you need to analyze data using Pearson correlation coefficient and regression analysis to establish whether there is a relationship between variables. Qualitative analysis only cannot reveal this.

Table 5 Parents' level of education.

Education Level	Frequency			Percentage
	Father/guardian	Mother/guardian	Total	
Degree	09	03	12	3.6%
Diploma	15	25	40	12%
Certificate	28	36	64	19.2%
Secondary	38	45	83	24.9%
Primary	40	80	120	36.1%
Never went to school	5	9	14	4.2%
Total	**135**	**198**	**333**	**100%**

Source: Field Data, 2023

Table 6 Relationship between parents' level of education and academic performance of pupils

Statement	Scale	Frequency	Percentage	N	Mean	Std. Deviation
My parents check my books and homework	S. Agree Agree Not sure Disagree S. Disagree	55 181 00 52 45	16.5% 54.4% 0% 15.6% 13.5%	328	1.70	0.042
My parents assist me in doing my homework	S. Agree Agree Not sure Disagree S. Disagree	25 97 00 156 55	7.5% 29.1% 0% 46.8% 16.5%	328	4.43	0.355
My parents sign my academic homework	S. Agree Agree Not sure Disagree S. Disagree	30 78 00 165 60	9% 23.4% 0% 49.5% 18%	328	4.24	0.320
My parents write comments about my homework	S. Agree Agree Not sure Disagree S. Disagree	00 55 00 198 80	0% 16.5% 0% 59.4% 24%	328	4.62	0.282
My parents read and reply the letters from school	S. Agree Agree Not sure Disagree S. Disagree	15 96 10 147 65	4.5% 28.8% 3% 44.1% 19.5%	328	4.01	0.131
I have enough time at home to study	S. Agree Agree Not sure Disagree S. Disagree	45 101 7 135 45	13.5% 30.3% 2.1% 40.5% 13.5%	328	3.80	0.611
My parents give me a lot of domestic work to do at home	S. Agree Agree Not sure Disagree	104 95 00 80	31.2% 28.5% 00% 24%	328	2.81	0.429

	S. Disagree	54	16.2%			
My parents deny me time for revision at home	S. Agree Agree Not sure Disagree S. Disagree	56 155 17 59 46	16.8% 46.5% 5.1% 17.7% 13.8%	328	2.77	0.398

Table 7: Pearson correlation coefficient between parents level of education and pupils' academic performance in Kayunga District

		Parents' level of Education	Pupils' Academic performance
Parents' level of Education	Pearson Correlation Sig. (2-tailed)	1	.297** .000
	N	333	333
Pupils' academic performance	Pearson Correlation Sig. (2-tailed)	.297** .000	1
	N	333	333

**. Correlation is significant at the 0.05 level (2-tailed).

Rrelationship between parents' level of education and pupils' academic performance in Kayunga District

For purposes of determining the relationship, the aggregated measure of parent's level of education was correlated with that of pupils' academic performance using Pearson Correlation test. The test was conducted using an alpha value of $\alpha = 0.05$ (Correlation significant at the 5%). (table 4.6).

The Pearson Correlation between parents' level of education and pupils' academic performance was ($r = 0.297^{**}, p =, 0.000$) which is positive and is statistically significant (Table 7).

DISCUSSION OF STUDY FINDINGS

Relationship between parents' level of education and pupils' academic performance in selected primary schools in Kayunga District.

The relationship between parents' level of education and pupils' academic performance revealed that; most parents checkbooks and homework of their children, most parents assist pupils in doing their homework, parents assign minimal domestic work to their children at home, to allow them time for revision and some parents visit schools to follow up the academic progress of their pupils.

When parents take an active interest in checking their children's books and homework, it creates an environment of accountability and reinforcement of learning. This involvement ensures that children keep up with their studies, complete homework assignments, and absorb the material taught in school. As a result, the child is more likely to stay on track and perform better academically (Lawson, 2017).

Parental assistance with homework provides valuable educational support, clarification, and encouragement for the child (Mallan, 2009). When parents offer help, it can lead to a deeper understanding of the material and better completion of assignments. This assistance can also foster a positive attitude toward learning and increase the child's confidence in their academic abilities.

Minimizing domestic work for pupils at home allows them to dedicate more time and energy to their studies. When children have fewer household responsibilities, they can focus on schoolwork, revision, and other academic activities, leading to improved academic performance.

Allowing students time for revision at home is crucial for reinforcing lessons learned in school. Revision aids in memory retention, understanding of concepts, and preparation for examinations. When parents acknowledge and support the importance of revision, it can significantly impact a child's academic performance (Musarat et al, 2013).

When parents visit schools to monitor their child's academic progress, it sends a strong message of the value placed on education. Such involvement can lead to increased motivation, improved behavior, and a sense of accountability in the child. Additionally, it encourages positive communication between parents and teachers,

fostering a collaborative approach to supporting the child's academic development. This is in line with Zehri and Abdelbaki's (2013) findings who submitted that parents' educational background influences the academic performance of pupils. This is because the parents are in a good position to be second teachers to the child.

Although most studies show that the education level of parents affects how well children perform in school (Adekey, 2002; Akujieze, 2003; Rothstein, 2004).

On the contrary, the study also revealed that most parents don't sign academic homework, parents don't write comments on homework, and parents don't reply to letters from schools. This was common in parents who did not go to school or parents with low levels of education which leads to low academic performance of their pupils. A child with parents who never went to school or with low levels of education did not receive parental assistance while doing homework, did not read the letters assigned to them from a school, and had no time for them.

CONCLUSIONS

Findings showed a significant positive relationship between parents' level of education and pupils' academic performance. Attributed to parents checking books and homework of their children, assisting pupils in doing their homework, and assigning minimal domestic work to pupils at home to allow them to revise. Some of the parents visit schools to follow up on the academic progress of their pupils.

RECOMMENDATIONS

The study strongly recommends that parents should be made aware of the importance of the home environment in their children's academic performance. Teachers, educationists, and leaders should create awareness among parents of the importance of the home environment in improving the academic performance of pupils. Thus, school heads and administrators being technical people should thoroughly advise parents irrespective of their education level on the value of educating their children. This can be backed by parents giving children more time to make revisions and limiting the absenteeism of their children.

Pupils should be encouraged to always accomplish their homework from school to get time for doing home activities while at home.

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LIST OF ABBREVIATIONS

AEO	Area Education officer
DEO	District Education officer
KD	Kayunga District
NGO	Non-Governmental Organisation
PLE	Primary Leaving Examinations
UPE	Universal Primary Leaving Examinations

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