
**PARENTAL INVOLVEMENT IN EDUCATION AND STUDENT'S LEARNING IN
SECONDARY SCHOOLS IN KISORO DISTRICT: A CASE STUDY OF KANABA
SECONDARY SCHOOL IN KANABA SUB COUNTY**

1 Mahoro Sirade, 2 Lukwago Ismail, 3 Ojok Alex

1, 2, 3 Metropolitan International University

ABSTRACT

The study aimed at parental involvement in education and student's learning in secondary schools in Kisoro district and it was guided by the following objectives; To find out the level of parental involvement in education in Kanaba sub county, to find out the level of student's learning in secondary schools in Kanaba sub county and to find out the extent to which parental involvement in education influence student's learning in Kanaba Sub County and thus, the researcher used an estimate number of 10 teachers and the head teacher from the school following the school calendar and payroll, list of July (2022). This was because they were having more experience in teaching and were able to expose ideas on parental involvement in education and student's learning. The correlation analysis shows that there is a positive and statistically significant relationship between the level of parental involvement in education and student's learning outcomes at Kanaba Secondary School in Kanaba Sub County. The correlation coefficient of 0.469 suggests a moderate positive association between the two variables, indicating that as the level of parental involvement in education increases, the student's learning outcomes also improve. The p-value of 0.000 indicates that this relationship is statistically significant at the 0.01 level, indicating a high degree of confidence in the results. Therefore, the findings suggest that parental involvement in education is a crucial factor in improving student's learning outcomes at Kanaba Secondary School. Parents who are actively involved in their children's education can positively impact their motivation, engagement, and academic performance. Some school administrators and teachers may not know how to involve parents; therefore, educators lacking this knowledge could be taught techniques for involving parents and creating partnerships. Administrators and teachers may not fully understand the importance of parental involvement and the effects of parental involvement on student achievement

*Key words: **parental involvement, education and student`s learning***

Background of the study

According to (Katsillis, J, 2015), Parental involvement is when parents participate in school events or activities, and teachers provide learning resources or information about their student`s grades. Educators and parents play major roles in the educational success of students. 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).

Parental involvement 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 (Whitaker & Fiore, 2001). Several studies indicate increased academic achievement with students that have involved parents (Whitaker & Fiore, 2001). Studies also indicate that parental involvement is most effective when viewed as a partnership between educators and parents (Epstein, J, 2011).

Numerous researchers such as (Jeynes, W, 2007), and Henderson and Mapp (2002) have studied parental involvement and its effects on the educational process over the years. A leading researcher of parental involvement is Joyce Epstein, the founder and director of the National Network of Partnership Schools at Johns Hopkins

With numerous studies and work in over 100 publications, Epstein focuses on school, family, and community partnership programmes that will improve policy and practice in an effort to increase student academic achievement and student success. Epstein has identified a framework which containing six important factors with regards to parental involvement. This framework is based on findings from many studies of what factors are most effective with regards comes to children`s education (Sui-Chu, E, 1996).

Statement of the problem

Despite the recognition of parental involvement in education as a crucial factor in improving student's learning outcomes, studies have revealed that many parents in Kisoro District, particularly in Kanaba Sub County, are less involved in their children's education. This lack of parental involvement may be affecting the academic performance and motivation of students at Kanaba Secondary School.

Therefore, there is a need to investigate the factors that hinder parental involvement in education and their impact on student's learning in secondary schools in Kisoro District, with Kanaba Secondary School as a case study. The study aims to identify possible strategies to improve parental involvement in education and enhance student's learning outcomes.

Specific Objectives

1. To find out the level of parental involvement in education in Kanaba sub county
2. To find out the level of student`s learning in secondary schools in Kanaba sub county
3. To find out the extent to which parental involvement in education influence student`s learning in Kanaba Sub County

Research questions

1. What was the level of parental involvement in education in Kanaba Sub County?
2. What was the level of student`s learning in secondary schools in Kanaba sub county?
3. What extent to which parental involvement in education influenced student`s learning in secondary schools in Kanaba Sub County in Kisoro District?

Methodology

Research Design

The study used descriptive research design because of the nature of the variables that were at hand to produce data, required for qualitative and quantitative analysis to allow simultaneous description of views, perceptions and beliefs at any single point in time (white, 2000). Geneserth (1984) defines descriptive survey as a method of collecting information by interviews or administering questionnaires to a sample of individuals. This method is adequate for the study because it provides both qualitative and numeric descriptions of a sample of the population.

Target population

According to the pre-study survey conducted at one of the selected secondary schools in Kanaba sub county (Kanaba secondary school), Teachers considered were of bachelors only because they were having more experience in teaching and who had taught for more than 5-Years basing on the school calendar and payroll list of July (2022) and was the one obtained from the school and the target population for this study constituted of students from S.3, S.4, and A` level Students in the school were considered for the study which was randomly selected from Kanaba secondary school. Thus, the researcher used an estimate number of 10 teachers and the head teacher from the school following the school calendar and payroll, list of July (2022). This was because they were having more experience in teaching and were able to expose ideas on parental involvement in education and student`s learning.

Sampling procedures

Sample size

A sample is a small subset of the total population (George & Mallery, 2003). A sample was used to Kanaba Sub County where there were many secondary schools but only one secondary school was chosen for the study which was Kanaba secondary school.

The study sample comprised of 36 respondents out of 40 of the total population. Therefore 25 were students, 10 teachers and 01 head teacher as the parent population. This was because the population more or less shared similar socio-demographic characteristics and also due to resource and time constraints. The respondents interviewed included teachers, students and the head teacher.

Table 1; shows different Categories of the People in the Study sample with their Sizes.

Population	Target
Head teacher	01
Teachers	10
Students	25
Total	36

Source from: researcher, 2022

Sampling Techniques

Simple random sampling

Simple random sampling is a completely random method of selecting a sample in which each element and each combination of elements in the population have an equal probability of being selected as a part of the sample.

The respondents in this study were the school students as primary respondents. Simple random sampling was used to select respondents in the group students. A total of 25 students was selected from both O'Level and A'Level and were the ones who participated in the study and their selection involved simple random sampling and specific attention were paid to inclusion of both male and female students in the study school.

Purposive sampling

With purposive sampling, the researcher hardly knows whether the cases selected do represent the population or not. As mostly sampling problem is being addressed with a specific plan in mind, most of the sampling methods may be considered purposive in nature.

The researcher also used purposive sampling technique to purposively select the 10 teachers and 01 head teacher of the school because they were considered as the key informants that is, they were the major sources of the information as far as the study findings were concerned

Data collection Methods

The data collection methods used in data collection included; interviewing and questionnaire methods.

Interviewing method

Interview Guide

The interview guide contained open-ended questions which compelled the respondents to give more unrestricted responses since open-ended questions are perceived as less threatening (Picho, 2014).

In this method, informed members were selected to inform the researcher about specific issues regarding the study. The instrument employed a key informative guide which included questions on the specific objectives of the study. This helped in capturing of qualitative information in the study.

Brief interview guides for the students were used to collect data. Interview schedule began with the factual information on specific issues regarding the study. Interview guide was used to collect data on level of parental involvement in education, level of student`s learning and the extent to which parental involvement in education influenced student`s learning in secondary schools in Kanaba Sub County in Kisoro District

Questionnaire method

The researcher constructed an easy, clear, and straight-forward questionnaire for the comfort of

respondents ‘understanding, interpretation, and feedback. A structured questionnaire consisting of both open-ended and closed-ended questions based on a set of questions in relation to the study objectives were administered in order to gather relevant in-depth information. This helped the researcher to use respondents and help them to think more about the questions and give well explained and clear answers.

Data analysis

The researcher employed both quantitative and qualitative research paradigms in data analysis for purposes of methodological triangulation in order to enhance the validity and reliability of the study findings (Amin, 2005).

Despite the fact that since qualitative data was gathered during the study, this entailed the classifying, comparing, weighing and combining empirical material from the questionnaires, interview guides and field notes to extract the meaning for an understanding of the subject under study in coherent explanation. The data units were sorted according to the study objectives in order to produce coherent meaning. The data was then been organized, entered into the computer and analyzed using SPSS as a computer-based statistical application program, where both inferential and descriptive analysis will be carried out.

RESULTS

Respondent’s Background Characteristics according to their Categories

Beliefs are the background characteristics of respondents in different categories. These were identified in order to relate them to issues concerned with parental involvement in education on student’s learning in secondary schools in Kanaba sub county in Kisoro District

Table 2: Categories of students according to their gender, age and marital status

Item	Responses	Frequency (N=25)	Valid percentage (%)
Gender	Male	16	64
	Female	09	36
Total		25	100
Age	13-15 yrs.	05	20
	16-18 yrs. Above 18	17	68
Total		25	100
Marital Status	Married	01	4
	Single	24	96
Total		25	100

Table 2; shows the majority of the students interviewed (representing 64%) were males while females were 36% of the total students. The table also shows that the students fell in different age categories for instance, 13-15 years were 20%, 16-18 years were 68% while those above 18 years were also represented with 12% because they were considered as the old students who also had some knowledge about parental involvement in education and student`s learning. This was because the students were

randomly selected from different sample at Kanaba secondary school in Kanaba Sub County. Those above 18 years would be considered as old students compared to the ones in the lower ages stated above and knew some of information related to parental involvement in education and student's learning in the area.

Background factors of other Key Informants**Table 3: Background factors of Key informants in the sample**

Item	Responses	Frequency(N=11)	Valid percentage
Gender	Male	08	73
	Female	03	27
Total		11	100
Age	18-25	01	9
	25-35	07	64
		11	100
Position of responsibility	Teachers	10	91
	Teachers	01	9
Total		11	100

Source, Primary data, 2022

As regards to the findings in table 3 above, it can be noted that the key informants were not equivalent enough to one another where the ratio of males were 08(73%), and the ratio of females were also 03 (27%) which means that the findings were representative enough. This was done systematically

to get first-hand basing on the research questions. As regard their age, most of the respondents 64% were in the category between 25-35 years of age, followed by the ones who were in the age bracket of 35 years and above and finally those who were in the age bracket of 18-25 years with the lowest percentage of 9%

Table 4: Relationship between the level of parental involvement in education and students learning at Kanaba secondary school in Kanaba Sub County

		Parental involvement	Student's learning
Parental involvement	Pearson Correlation	1	.469**
	Sig. (2-tailed)		.000
	N	25	25
Student's learning	Pearson Correlation	.469**	1
	Sig. (2-tailed)	.000	
	N	25	25
**. Correlation is significant at the 0.01 level (2-tailed).			

The correlation analysis shows that there is a positive and statistically significant relationship between the level of parental involvement in education and student's learning outcomes at Kanaba Secondary School in Kanaba Sub County. The correlation coefficient of 0.469 suggests a moderate positive association between the two variables, indicating that as the level of parental involvement in education increases, the student's learning outcomes also improve. The p-value of 0.000 indicates that this relationship is statistically significant at the 0.01 level, indicating a high degree of confidence in the results. Therefore, the findings suggest that parental involvement in education is a crucial factor in improving student's learning outcomes at Kanaba Secondary School. Parents who are actively involved

in their children's education can positively impact their motivation, engagement, and academic performance.

Table 5: Coefficients of the level of parental involvement in education and students learning at Kanaba secondary school in Kanaba Sub County

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.687	.276		6.116	.000
Student's Learning	.572	.071	.606	8.018	.000
a. Dependent Variable: Parental Involvement					

The constant coefficient of 1.687 suggests that even when the student's learning outcome is zero, there is still a significant level of parental involvement in education at Kanaba Secondary School. This result may be due to other factors that influence parental involvement, such as cultural beliefs and values.

The t-value of 8.018 and p-value of 0.000 indicate that the relationship between parental involvement in education and student's learning outcomes is statistically significant, providing strong evidence to support the hypothesis that parental involvement in education has a positive impact on student's learning outcomes.

Conclusions

Conclusively, the results of the research study indicated that there is a significant impact of parental involvement in education on student's learning at Kanaba secondary school in Kanaba sub county in Kisoro District. In conclusion therefore, the study revealed that Parents and families have a major impact on the success of the process of education and upbringing of children. Involvement of parents is related to their position at home (monitoring the learning of children), as well as participation in

activities organized at school (parent-teacher conferences, volunteer activities, various forms of parental activism, workshops and seminars for parents).

Recommendations

Some school administrators and teachers may not know how to involve parents; therefore, educators lacking this knowledge could be taught techniques for involving parents and creating partnerships. Administrators and teachers may not fully understand the importance of parental involvement and the effects of parental involvement on student achievement.

Often, teachers believe parents do not support the school and do not discipline children when there has been a problem at school. When teachers do not feel parental support, they often believe it is a waste of their time to contact parents

Bibliography

Epstein, J. (2011). *School, family, and community partnerships: Preparing educators and improving schools*. Routledge.

Jeynes, W. (2007). *The relationship between parental involvement and urban secondary school student academic achievement*. A meta-analysis. *Urban Education*.

Katsillis, J. (2015). Parents' involvement in students' education. *Education Digest*. 81(2), 13-18.

Sui-Chu, E. (1996). Effects of parental involvement on eighth-grade achievement. *Sociology of Education*. 69(2), 126-141.