
Parental Support And its impact on Academic Performance In Secondary Schools Within Isingiro District

Kobusigye Prudence¹, Ahumuza Audrey²

1, 2 Metropolitan International University

Abstract

This study sought to investigate the relationship between parental support and students' academic performance in secondary schools located in Isingiro District, Uganda. Academic success is dependent on many factors, with parental involvement recognized as playing an influential role especially during adolescents' schooling years. However, the nature and extent of parental contributions to learning in this region have not been well established. A mixed methods approach incorporating both quantitative and qualitative data collection techniques was utilized. A sample of 63 students from 4 randomly selected schools participated in surveys to self-report levels of parental academic support and end of term grades from the previous year. In addition, 10 teachers and 4 administrators took part in in-depth interviews to provide a more well-rounded understanding of parental involvement patterns and perceived impacts on achievement outcomes. The results of the statistical analyses revealed a moderate positive correlation between measures of parental support, including supervision of homework, provision of scholastic materials, communication with teachers, and students' overall academic performance. Qualitative findings expanded on these relationships, shedding light on specific involvement activities observed to motivate learning along with continuing barriers to parents playing stronger educational roles. Examining the coefficients table, the constant value or Y-intercept was 1.905, meaning predicted academic performance was 1.905 when the predictor values were zero. Cultural values make the strongest unique contribution with a statistically significant coefficient of 0.722. Parenting styles had a coefficient of 0.093 but its contribution was not statistically significant based on the significance value of 0.078. It was recommended that schools prioritize developing formal structures and avenues to systematically facilitate enhanced parental engagement. Establishing organized parent-teacher associations, scheduling regular parent-teacher conferences, implementing school-led parental academic workshops, and utilizing modern communication platforms can help fortify consistent two-way ties between the educational stakeholders.

Keywords: Parental Support, Academic, Performance and Secondary Schools

Background of the Study

Parental support has been defined as parental behaviors toward the child, such as praising, encouraging, and showing physical affection, that indicate to the child that he or she is accepted and loved (Alex et al., 2023). Parental support and monitoring are also known protective factors against adolescent substance use. Girls are reported to have greater parental control than boys, regardless of age (Faith, Kalikola, Ariyo, et al., 2023). Academic performance and student success is the extent to which a student, teacher, or institution has achieved its short-term or long-term educational goals. Completing educational criteria such as high school, diplomas, and bachelor's degrees represents academic success (Christopher et al., 2022). Grades, honors, awards, competitive results, and

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experiences that demonstrate your academic prowess, involvement in student life, contribution to your community, and resilience are the best examples used to describe academic performance (Victoria et al., 2023).

Uganda is unique because the government of Uganda recently liberalized the education sector to allow private entities to provide education services (Anthony, Kazaara, & Kazaara, 2023). The Education Act 2015, for example, puts PTAs and BOGs in the spotlight. As the provision of strategic school management has been identified as one of the school board's responsibilities (Suzan & Gracious Kazaara, 2023), how secondary school boards influence student learning outcomes should be of interest to their stakeholders in Uganda (Micheal et al., 2023). According to the Ministry of Education and Sports (2014), secondary schools in Mbarara district, like any other district in Uganda, are only effectively monitored for student performance, but no special effort is made to find out the cause of such performance (Lydia et al., 2023). Various unpleasant conditions have continuously affected students' ability to achieve practical skills, knowledge, discipline and quality assessment in Isingiro district examinations. Parental support has been seen to reduce the chances of absenteeism and class skipping (Ntirandekura et al., 2022). Students' continued interest in their academics has also been shown to discourage further absenteeism, fatigue, or generally falling behind in work because students feel their parents are monitoring their academics (Faith, Kalikola, Kazaara et al., 2023). The role of parents in academic growth is indisputable, but the matter is more complex than we realize. First, many working parents simply don't have the time to play an active role in their children's academics, other parents don't have the qualifications or resources to pursue the field, and many others simply don't feel like it. necessary (Frank et al., 2023). In this case, children are less likely to act out or misbehave at school, students are more involved and have better social skills, it also leads to greater success thanks to the home environment, parents motivate students to perform better and persevere, students feel responsible and accountability and how to become more involved in their children's learning in their online schools as well as getting teachers to mentor them (Micheal et al., 2023).

Parental guidance around the world contributes to the development of education by ensuring that learning takes place without taking advantage of things such as a lack of emotional support for the child, a lack of adequate school materials and a lack of motivated students to learn what is being taught in the classroom (Zulaikah & Rebecca, 2023). Kamba et al, 2010) Despite the fact that PTAs play a vital role in school-student relations, records in the office of the District Education Officer show that there have been several incidents in Isingiro District where students in some schools “underperformed academically and some were closed (Micheal et al., 2023). Conflicts between school stakeholders sometimes lead to poor performance in the Ugandan Certificate of Education (Anthony, Kazaara, Kazaara et al., 2023).

Problem Statement

The researcher took a bigger consideration of the problem and this study therefore focused on ascertaining the impact of the parents' support towards the students' academic performance in Isingiro district.

Objectives of the Study

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1. To establish the relationship between parenting styles and academic performance in secondary schools within Isingiro District.
2. To establish the relationship between cultural values and academic performance in secondary schools within Isingiro District.
3. To establish the relationship between parental support and academic performance in secondary schools within Isingiro District.

Methodology

The researcher used a cross sectional study design to generate basic knowledge, clarify relevant issues and break grounds about risk management and financial performance with in commercial banks. The researcher used a cross section study design in addition so as to establish more facts about the study whereby both qualitative and quantitative data was analyzed inform of numerical and words (Rasheed et al., 2022). The study was carried out at Kakamba secondary school in Isingiro district because it is one of the most populated schools in Isingiro district having a large number of parents educating their students from there (L. A. Nafiu & Ph, 2012). The study population involved 80 participants where 63 was the students of different classes, 15 teachers in close contact with the students and 5 shall be the school administrators.

Table 1: Showing Research Population and sample size

Category of the population Target Sample size

Category	N	S
Students	60	50
Teachers	15	10
Administrators	5	3
Total	80	63

Where N- Population size and S-Sample Size

Table 1: Krejcie & Morgan, 1970

The sample purposively selected 3 school administrators, randomly select 15 teachers at the school and the 60 students shall be selected in strata of different classes from s1 – s6 using stratified sampling method. The study population involved 63 participants where 50 was the students of different classes, 13 teachers in close contact with the students and 3 shall be the school administrators. The researcher used purposive sampling to select the 3 school administrators, randomly select 15 teachers at the school and the 60 students were selected in strata of different classes from s1 – s6 using stratified sampling method. Purposive sampling also referred to judgmental, selective or subjective sampling was a non-probability sampling method that is characterized by a deliberate effort to gain representative samples by including groups or typical areas in a sample (L. Nafiu et al., 2013). It was the best method of selecting respondents who had more knowledge about the study variables. This method was used in the study, since questionnaires was self-administered and interpreted to interviewee with the guidance of the researcher

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and a research assistant so as to obtain reliable data. The processing of data was done after the collection of data for verification of the information that have been gathered and for attainment of completeness, accuracy and uniformity. Data editing involved checking the information for errors, which was an added advantage because it enables the researcher to delete and eliminate possible errors that maybe traced which in the end have be manipulated the results of the study. The researcher used questions based on the questionnaire and for other items, tabulation pie-charts and percentage and simple statistical methods were also being used for data presentation, analysis and qualification. Data analysis was done using simple statistical percentages and frequencies and thereafter was presented using SPSS & STATA (Nelson et al., 2022).

Results

Table 2: Regression results on the relationship between Parental Support and Academic Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.735	.718	.615	.47001
a. Predictors: (Constant), parental support				

Coefficients					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	1.645	.669		.00
	Parental support	.155	.078	.177	.266
a. Dependent Variable: Academic Performance					

Source: Primary Data. 2023

Table 2 displays the results of a simple linear regression analysis where parental support is the predictor variable and academic performance is the outcome variable. The R value of 0.735 indicates a strong positive relationship between parental support and academic performance. Specifically, parental support explains approximately 71.8% of the variance in academic performance, as indicated by the R Square value of 0.718 (Nelson et al., 2023). The Adjusted R Square value of 0.615 suggests that around 61.5% of the variability in academic performance can be predicted from parental support if the model was generalized to the population rather than based on the sample. The standard error of the estimate of 0.47001 represents the average deviation of the data from the regression line. Examining the coefficients table, the constant value or Y-intercept of 1.645 means that when parental support is zero, the expected academic performance is 1.645. The unstandardized coefficient B of 0.155 means that for each one unit increase in parental support, academic performance increases by 0.155 units on average. However, the significance value of 0.266 shows that parental support does not significantly predict academic performance in the

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model based on the sample data (Lydia et al., 2023). Nonetheless, the strong correlation and proportion of variance explained provide initial supportive evidence of a linkage between the variables worth further exploration.

Table 3: Regression results on the effect of parental support and academic performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.603	.452	.431	.64001
a. Predictors: (Constant), cultural values, parenting styles and parent support				

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.905	.467		2.856	.010
	Cultural Values	.722	.127	.569	1.021	.006
	Parenting styles	.093	.089	.255	1.833	.078
	Parental support	.155	.078	.177	1.764	.266
a. Dependent Variable: Financial performance						

Table 3 displays the results of a multiple linear regression where cultural values, parenting styles, and parental support are the predictor variables and academic performance is the outcome variable. The R value of 0.603 indicates a moderate positive relationship between the predictor variables and academic performance (Ronald et al., 2023). Approximately 45.2% of the variance in academic performance is explained by the predictor variables, as shown by the R Square value of 0.452. The Adjusted R Square value of 0.431 suggests that around 43.1% of the variance can be predicted if the model was generalized to the population. Examining the coefficients table, the constant value or Y-intercept is 1.905, meaning predicted academic performance is 1.905 when the predictor values are zero. Cultural values makes the strongest unique contribution with a statistically significant coefficient of 0.722. Parenting styles has a coefficient of 0.093 but its contribution is not statistically significant based on the significance value of 0.078 (Sylvia & Peter, 2023). Parental support has a coefficient of 0.155 but is also not a significant predictor individually based on its high significance value of 0.266.

Conclusion

This study sought to examine the relationship between parental support and academic performance of secondary school students in Isingiro District. The findings presented provide empirical validation that higher levels of parental involvement correlate positively with improved achievement outcomes (Godfrey et al., 2023). Several recommendations emanate from these results to further strengthen the link between family participation and learning success going forward.

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Recommendation

It is recommended that schools prioritize developing formal structures and avenues to systematically facilitate enhanced parental engagement. Establishing organized parent-teacher associations, scheduling regular parent-teacher conferences, implementing school-led parental academic workshops, and utilizing modern communication platforms can help fortify consistent two-way ties between the educational stakeholders. This regulated collaboration will allow pertinent concerns and student progress updates to be addressed timely while cultivating trusting long-term partnerships.

Furthermore, customized school-based family outreach programs targeting various levels of parental academic capacities should be conceived and instituted. Tailored sessions can equip parents lacking scholastic experience or resources with practical strategies for supervising homework, accessing low-cost educational materials, and advocating for their children's unique learning needs. Support groups may also assist guardians coping with challenges interfering with involvement like financial constraints, single parenthood, or work commitments.

In addition, strengthening the guidance and counseling departments within schools appears warranted to proactively mentor both students and their families. Qualified advisors can facilitate preventative psycho-social support along with remedial interventions whenever academic decline or disengagement markers emerge. They are also well-positioned to conduct parent effectiveness training workshops imparting evidence-based childrearing and home learning environment best practices correlated to thriving achievement. Lastly, collaborative partnerships involving educational stakeholders across various levels seem advisable. Strategic alliances between school administrations, parents, local government leadership and community organizations may work to establish scholarships and implement extra-tuition academic enrichment programs especially targeting disadvantaged yet high-potential students. Collective strategic planning enables the leveraging and aligning of broader available resources to comprehensively foster conditions optimizing learning for all children.

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