

**Parental Involvement in Education and Students' Learning in Secondary Schools
In Kisoro District: A Case Study of Kanaba Secondary School in Kanaba Sub County**

Mahoro Sirade¹, Okee Jill Margret²

1, 2 Metropolitan International University.

ABSTRACT.

Purposely, the research study was mainly aimed to investigate the impact of parental involvement in education on student's learning in secondary schools in Kanaba sub county in Kisoro District. The researcher attempted three objectives namely; the level of parental involvement in education, the level of student's learning in secondary schools and the extent to which parental involvement in education influence student's learning in Kanaba Sub County in Kisoro District. The research study was conducted in Kanaba Sub County in Kisoro District. The population of the study included the students, teachers and the head teacher as the parent population. The total of 36 respondents was used for the researcher. The first objective of the study was to find out the level of parental involvement in education at Kanaba secondary school in Kanaba Sub County. The findings showed that findings also indicated that the level of parental involvement in education is high because parents play a big role to improve policy and practice in an effort to increase student academic achievement and student success. The second objective of the research study was to find out the level of student's learning in secondary schools in Kanaba sub county. The research findings indicted that the level of students learning at the school is high because most of the learning materials like text books, laboratory equipment is available at the same school. The third objective of the research study was to find out the extent to which parental involvement in education influence student's learning at Kanaba secondary school in Kanaba sub county. The research findings indicated that parental involvement in education influenced students learning to a greater extent with 61%, followed by to some extent (22.2%), followed by to a smaller extent (11%), and finally 5.5% did not understand the statement clearly.

Key words: Parental Involvement in Education and Students' Learning

Background of the study

According to (Tumusabe et al., 2022a), Parental involvement is when parents participate in school events or activities, and teachers provide learning resources or information about their student's grades (Zulaikah & Rebecca, 2023). Educators and parents play major roles in the educational success of students (Kokkinos et al., 2022). Students need a positive learning experience to succeed in school: one providing support, motivation (Micheal et al., 2023), and quality instruction (Andrew et al., 2023). With the increasing demands on the family, parental support in the education of students extends beyond the school building (Bridget & Geophrey, 2023; Peterson & Sarah, 2023). 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 (Shamim et al., 2023). Parental involvement in the education of students begins at home with the parents providing a safe and healthy environment, appropriate learning experiences (Emmanuel et al., 2023), support, and a positive attitude about school (Tumusabe et al., 2022b). Several studies indicate increased academic achievement with students that have involved parents (Rubach et al., 2022; Stentiford et al., 2023). Studies also indicate that parental

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involvement is most effective when viewed as a partnership between educators and parents (Anthony et al., 2023). By examining parents' and teachers' perceptions, educators and parents should have a better understanding of effective parental involvement practices in promoting student achievement (Godfrey et al., 2023). Parental involvement refers to the amount of participation a parent has when it comes to schooling and her child's life. Numerous researchers such as (Richard et al., 2023) 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 University (Ntirandekura & Christopher, 2022). With numerous studies and work in over 100 publications, Epstein focuses on school, family, and community partnership programme that will improve policy and practice in an effort to increase student academic achievement and student success (Duffield, 2020). Epstein has identified a framework which containing six important factors with regards to parental involvement (Tumusabe Ezera et al., 2022). This

Statement of the problem

The problem was finding out whether parental involvement in education had an impact on student's learning in secondary schools in Kisoro District

Major Objective

The major objective of the study was to find out the impact of parental involvement in education on student's learning in secondary schools in Kanaba sub county in Kisoro District

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?

framework is based on findings from many studies of what factors are most effective with regards comes to children's education (Sarah et al., n.d.). Those six factors are parenting, communicating, volunteering, learning at home, decision-making and collaborating with the community (Christopher et al., 2022). As might be expected, the pattern of parent involvement shown to confer the most positive effects on students' achievement is also the most beneficial with respect to these other student outcomes (Christopher et al., 2022). In general, active parent involvement is more beneficial than passive involvement, but passive forms of involvement are better than no involvement at all. As for which specific kinds of involvement in children's learning have the greatest affective benefits, no clear answer emerges from the research. Whereas direct parent involvement in instruction seems to be the single most powerful approach for fostering achievement benefits, all of the active forms of parent involvement seem more or less equally effective in bringing about improvements in students' attitudes and behavior (Victoria et al., 2023).

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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.

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). The study was conducted in Kanaba Sub County in Kisoro District. The study was carried out from one of the selected secondary schools in Kisoro (Kanaba secondary school). 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. Therefore, the target population contained students, teachers and the head teacher making a total of 36 from the target population of 40 people in the study and their selection involved simple random sampling and specific attention was paid to inclusion of both male and female respondents in the study area. The rest of the sample was sampled using purposive sampling technique. The different two methods were used to collect data which included questionnaire and interview method. These were used to collect data from all industrial workers and community members from Hima cement factory, Kasese district. The validity of the instruments was established under the guidance of the supervisor (Dr. Arinaitwe Julius). To establish the reliability of the research instruments, the researcher carried out a pilot test of the instruments using another similar group with the same characteristics as the one targeted in the study. Quantitative data analyses were carried out using a software application called Statistical Package for Social Scientists (SPSS (Nelson et al., 2022). Cross tabulations, Pearson's correlation coefficient, regression, and ANOVA tests and analyses were carried out on the data to examine the relationships between assessment of learning and student academic performance (Godfrey et al., 2023). Qualitative data was organized according to themes identified from research questions and analyzed using content analysis. Data from interviews were organized and presented inform of report.

Results.

level of parental involvement in education at Kanaba secondary school in Kanaba Sub County

To comply with the system of integrated support for their students', schools need to build partnership with parents and develop mutual responsibility for children's' success in the educational system. In this way, parental involvement needs to be increased, parents' efforts to support schools, and they are directly making a positive impact to a successful educational system.

One of the students indicated that

"The level of parental involvement at the school is high because most of the parents pay much attention in paying school fees for their students so as to maintain them at school. Educators and parents play major roles in the educational success of students. Students need a positive learning experience to succeed in school: one providing support, motivation, and quality instruction. "

With the increasing demands on the family, parental support in the education of students extends beyond the school building. Many families are faced with overwhelming and unpredictable schedules and circumstances while juggling school, sports, family situations, family time, work schedules, and other responsibilities, allowing minimal time to provide support in any one given area (participant 1 revealed).

One of the key informants revealed that

“The level of parental involvement in education is high due to the fact that that parents who are capable of paying student’s school fees always pay in time and others promise the specific date of which they would pay. 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.”

It also indicated that increased academic achievement with students that have involved parents (participant 4 revealed). It also indicated that parental involvement is most effective when viewed as a partnership between educators and parents. By examining parents’ and teachers’ perceptions, educators and parents should have a better understanding of effective parental involvement practices in promoting student achievement (participant 4 revealed).

The participant added that

“Parenting – includes all of the activities that parents engage in to raise happy, healthy children who become capable students. Unlike teachers, whose influence on a child’s is relatively limited, parents maintain a life-long commitment to their children. Activities that support this type of involvement provide information to parents about their child’s development, health, safety, or home conditions that can support student learning that includes; parent education and other courses or training for parents, family support programmes to assist families with health, nutrition, and other services, home visits at transition points to elementary, middle, and secondary school.”

The findings also indicated that that the level of parental involvement in education is high because families and schools communicate with each other in multiple ways. Schools send home notes and flyers about important events and activities. Parents give teachers information about their child’s health and educational history. A school is an additional mode of communication with parents and families. Includes: conferences with every parent at least once a year, language translators to assist families as needed, regular schedule of useful notices, memos, phone calls, newsletters, and other communications.

Level of student’s learning at Kanaba secondary school in Kanaba sub county

One of the participants revealed that

“The level of students learning at the school is high because most of the learning materials like text books, laboratory equipment is available at the same school. He added that in relation to knowledge and understanding, cognitive psychology indicates the role of attention, and both short-term and long-term memory in learning.”

Without attention, little can be remembered, and the strength, the extent and the direction of that attention all affect learning. Short- term memory is not only limited in time, fading quickly, but also in size, allowing relatively few (7 ± 2) bits of information to be held there simultaneously, although we do develop ways of grouping related information to cope

with more. This limitation can cause severe problems in student learning where too much material is presented within a short period of time, making it impossible for students to process it effectively, or to discover the relationships between the features being presented and the findings are in line with that of Kester (2003).

In addition, one of the female respondents revealed

“that the level of student`s learning at the school is high however, some students experience some challenges in academics like lack of school fees, lack of enough scholastic materials and so on and this limited her performance as she expected. She added that changes in conceptions of knowledge are paralleled by equivalent development in students` conceptions of learning. “

The researcher`s findings showed that students with little academic background saw learning in terms of memorizing and reproducing knowledge, whereas those who had experienced higher education had more sophisticated conceptions involving seeking personal meaning. The findings draws attention to a common feature of developmental schemes, namely that the more limited conceptions become integrated within the more sophisticated ones, so that, with the higher conceptions, students show a greater awareness of their own cognitive processes and can monitor their own activities in carrying out academic tasks

Extent to which parental involvement in education influence student`s learning in Kanaba

Sub County

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

Table 1: Showing the extent to which parental involvement in education influenced student`s learning in Kanaba Sub County

Response	frequency	Valid percentage
To a greater extent	22	61
To some extent	08	22.2
To a smaller extent	04	11
Not sure	02	5.5
Total	36	100

The table 1 above indicated that parental involvement in education influence students learning to a greater extent with 61%, followed by To some extent (22.2%), followed by to a smaller extent (11%), and finally 5.5% did not understand the statement clearly. The table 1 above also indicated that parents also gain a more positive attitude towards the school and its staff, and gain more confidence in assisting their children with homework, by being involved with their education. In addition, they are more likely to gather support for the school and its programme in the community and become more active community members. For teachers, the benefits may be presumed to be better communication with parents, a deeper understanding of the family of their students and their situation, and more effective communication with both the homes and the community.

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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). It is well established that parental involvement is correlated with school achievement of both children and adolescents. Elementary school children gain greater academic, language, and social skills, middle and high school students have greater achievement and future aspirations and spend more time doing and completing homework. Research shows that parental involvement is more important to children's academic success than their family's socioeconomic status, race, ethnicity, or educational background. Parental involvement can encourage children's and adolescents' achievement in many ways. Children whose parents are actively involved in their schooling benefit better than children whose parents are passively involved. Specifically, if parents attend teacher conferences, accept phone calls from the school, and read and sign messages from school, their children will benefit academically more than children whose parents do none of the above. Furthermore, children excel even more when their parents assist them at home with their homework, attend school sponsored events, and volunteer at their children's schools

Recommendations

In programme that require high level of involvement, teachers help students understand their role and the importance of actively participating in the family, school, and community partnership (Epstein, 1995). Given decreased budgeted funds in education and increased expectations, school administrators and teachers must take the initiative to involve parents in an effort to assist the educational achievement of students.

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.

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