
**PARENTS' INVOLVEMENT AND PUPILS' ACADEMIC
PERFORMANCE. A CASE STUDY OF MAGEZI PRIMARY SCHOOL.**

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Abstract.

Parents' involvement has always been critical to the performance of students in any given institution of learning. The aim of this study was to assess the effect of parents' involvement on pupils' academic performance at Magezi Primary School. For the purpose of this study, the researcher measured parent involvement using three variables, including; Parenting (Do parents provide basic needs and communicate/encourage children on their education?). Facilitating learning at home (Do parents provide an environment and instructional materials to help their children's learning at home?). Volunteering (Do parents help in improving school infrastructure and participate in decision-making?). The researcher used a cross-sectional design and for the purpose of this study, the list was comprised of a population of 143. The sample size was 125 out of 143 determined using tables developed by Krejcie and Morgan (1970) which ensures good decision model. The findings therefore concluded that that volunteering by students significantly influences academic performance, parenting significantly influences academic performance and good learning environment positively influences academic performance. The researcher therefore recommends that Magezi primary school parents should make Learning Environment more comfortable and encourage their children, parents should continue to tell children that studying, reading and revising are not only done while at school.

Key words: Parent Involvement, Pupils and Academic Performance.

Background of the study.

Parental involvement in their children's education has long been advocated as an integral part of positive childhood development and school success (Kazaara, 2023). The beneficial effect of parental involvement on children's academic learning (Anthony et al., 2023), especially during the elementary school years, has accumulated over the past decade (Tumusabe et al., 2022a). Mounting evidence has prompted educational researchers and practitioners alike to seek ways to enhance parental involvement (Tumusabe et al., 2022b). Especially among parents whose children traditionally have low academic achievement (Victoria et al., 2023), specifically among socio-economically disadvantaged and non-English speaking students (Pauline, 2023). Systems theory, "A system consists

of various components (or subsystems) that must work together in order to function" (Branch et al., n.d.) Ecological systems theory, also called development in context or human ecological theory, which states that "Child development takes place through processes of progressively more complex interaction between an active child (in this case a student) and persons, objects and symbols in his immediate environment (Oromo et al., 2023). Parental involvement has been defined and measured in a number of ways, including activities that parents engage in at home and at school, and parents' positive attitudes toward their child's education (Jac & Kazaara, 2023), school, and teacher (Tumusabe et al., 2022a). For the researcher, parental involvement refers to the level of

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participation of a parent in her child's schooling and life (Shina & Matovu, 2023). For the purposes of this study, the researcher measured parental involvement using three variables including; Parenting (Do parents provide basic needs and communicate/support children in education?) (Salume & Jacob, 2023). Facilitating learning at home (Do parents provide the environment and

learning materials to help their children learn at home?). Volunteering (Do parents help improve the school's infrastructure and participate in decision-making?). UPE state grant schools' policy will be used as an intervening variable as Magezi Primary School belongs to the same category (Julius et al., 2023).

Statement of the Problem

Parental involvement has always been critical to student performance in any given educational institution (Tumusabe et al., 2022a). At Magezi Primary School, many parents don't seem to care about their children's performance. They made negligible efforts to create a good home learning environment (Pauline, 2023).

Some are unwilling to discuss school issues and never attend PTA meetings (Peterson & Sarah, 2023). In addition, most parents do not read or even ask to know the information on their children's reports and in the letter to parents sent to them at the end of each semester (Kazaara, 2023; Sarah et al., n.d.). They seem to have neglected their role as parents. However, the government provided textbooks and chemicals and sent qualified staff, school management tried to motivate staff, and teachers organized tutoring sessions (Godfrey et al., n.d.). In addition, external donors supplemented government funding by building laboratories, classrooms, and dormitories (Julius, n.d.). However, academic performance remained low (Elizabeth et al., 2023; Peter et al., 2023). There are fears that if this trend does not improve, parents may withdraw their children, which could lead to the collapse of Magezi Primary School. This study therefore attempted to find out the relationship between parental involvement and academic achievement of students at Magezi Primary School (Christopher, Moses, et al., 2022).

Specific Objectives

1. To examine the extent to which parenting is related to Pupils' academic performance in Magezi primary school
2. To examine the extent to which learning at home is related to Pupils' academic performance in Magezi primary school.
3. To examine the extent to which volunteering is related to Pupils' academic performance in Magezi primary school.

Methodology.

The researcher used a cross-sectional design, whereby; both the qualitative and quantitative techniques of collecting and analyzing data were exploited. Qualitative techniques were applied on the data collected using interview guide and documentary review while quantitative

techniques were applied on data collected using questionnaires. The UPE of the two approaches was based on the principle of triangulation, which helps in converging opinions to be able to arrive at better conclusions (Richard et al., n.d.). The population of this study was made up of Pupils' leaders,

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teachers, top management (school administrators, PTA Executive and members of BOG) of Magezi primary school. For the purpose of this study, the list was comprised of a population of 143. The sample size was 125 out of 143 determined using tables developed by Krejcie and Morgan (1970) which ensures good decision model. Simple Random sampling was Used and all the respondents in this group were interviewed. Documentary review was as well used in the data collection process and both published and unpublished sources were Used in the documentary review. The validity-the accuracy and meaningfulness of inferences, which were based on the research results or the degree to which results obtained from the analysis of the data actually represented the phenomenon studied

(Mugenda and Mugenda, 2003), of the instruments were ensured by first giving them to my supervisor for proof reading thus establishing face validity. The reliability-measure of the degree to which the research instrument yields consistent results or data after repeated trials (Amin, 2005) or the consistency of a measuring instrument (Nachmias and Nachmias, 1981), was tested using the Equivalent-form technique (Mugenda and Mugenda, 2003). Quantitative data was analyzed using SPSS to derive relevant descriptive statistics (Frequencies, pie chart and percentages) which was further analyzed in order to arrive at relevant conclusions. It was also presented using tables. The relationship between variables was computed using Pearson's correlation coefficient.

Results.

Parenting and Academic Performance

Table 2; Descriptive Statistics for Parenting

Descriptive Statistics for Basic Needs

Parenting	Disagree			Agree			
	SD	DA	NS	A	SA	Mean	S.D
Basic Needs							
You are loved at home	3.3% (2)	3.3% (2)	16.7% (10)	40.0% (24)	36.7% (22)	4.03	0.991
You come to school with a smart uniform, shoes, socks and sweater	6.7% (4)	6.7% (4)	11.7% (7)	43.3% (26)	31.7% (19)	3.87	1.142
You have enough food at home	5.0% (3)	5.0% (3)	20.0% (12)	43.3% (26)	26.7% (16)	3.82	1.049
Your parents ensure that you have a balanced diet	5.0% (3)	15.0% (9)	18.3% (11)	43.3% (26)	18.3% (11)	3.55	1.111

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Your parents care about your health.	1.7% (1)	8.3% (5)	11.7% (7)	40.0% (24)	38.3% (23)	4.05	0.999
Your parents give tablets (a dose) for worms; take you to a dentist for checks and others.	16.7% (10)	20.0% (12)	10.0% (6)	40.0% (24)	13.3% (8)	3.13	1.346
You miss some basic needs that your parents think are not necessary for your academic performance.	11.7% (7)	18.3% (11)	20.0% (12)	35.0% (21)	15.0% (9)	3.23	1.254
You come to school with pocket money	23.3% (14)	10.0% (6)	13.3% (8)	33.3% (20)	20.0% (12)	3.17	1.475

Source: Primary data

On the statement “You are loved at home”, 76.7% (46) of the respondents agreed with the statement, 16.7% (10) were not sure and 6.6% (4) of the respondents disagreed with the statement while mean was 4.03 and standard deviation was 0.991 which means that majority of respondents agreed with the statement since mean was above 3.0. In the related matter, majority of the teaching staff (67.8%) agreed with the statement that “parents show love to their children”. On the statement “You have enough food at home”, 70% (42) of the respondents agreed with the statement, 20.0% (12) were not sure and 10% (6) of the respondents disagreed with the statement while mean was 3.82 and standard deviation was 1.049 which means that majority of respondents agreed with the statement since mean was above 3.0. While only 70% of the students agreed that they have enough food at home, only 41.9% of the teaching staff agreed that “parents pay for meals of their children at school in time”.

Learning at Home and Academic Performance**Table 3: Descriptive Statistics for learning at home**

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Learning at Home	Disagree			Agree			
	SD	DA	NS	A	SA	Mean	S.D
Learning Environment							
Your parents encourage you to do some reading while at home	6.7%	5.0%	11.7%	46.7%	30.0%	3.88	1.106
Your parents allow you time while at home to do homework and revision	6.7%	10.0%	8.3%	38.3%	35.0%	3.86	1.210
You are the only educated person in the whole of your family.	33.3%	16.7%	10.0%	20.0%	20.0%	2.77	1.577
Being the only educated person in your family discourages you from working hard on your academics	40.0%	16.7%	13.3%	16.7%	11.7%	2.42	1.465
Your home surrounding is conducive for revising and doing homework	8.3%	18.3%	10.0%	40.0%	23.3%	3.52	1.269

Source: Primary data

On the statement “Your parents encourage you to do some reading while at home” 76.7% (46) of the respondents agreed with the statement, 11.7% (7) were not sure and 11.7% (7) of the respondents disagreed with the statement (Christopher, Komunda, et al., 2022). Mean was 3.88 and standard deviation was 1.106 which means that majority of respondents agreed with the statement since mean was above 3.0. A majority of the teaching staff (58.1%) also agreed with the statement that “Parents encourage their children to do some reading while at home” (Mark et al., 2023). On the statement “Parents allow you time while at home to do homework and revision”, 73.3% (44) of the respondents agreed with the statement, 8.3% (5) were not sure and 16.7% (10) of the respondents disagreed with the statement while mean was 3.86 and standard deviation was 1.210 which means that majority of respondents agreed with the statement since mean was above 3.0

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(Brighton et al., 2023). On the contrary, only 45.2% of the teaching staff agreed with the statement “Parents allow children time while at home to do homework and revision” (Godfrey et al., 2023). Besides, a good fraction (35.5%) was not sure.

On “Being the only educated person in your family discourages you from working hard on your academics”, 28.4% (17) of the respondents agreed with the statement, 13.3% (8) were not sure and 56.7% (34) of the respondents disagreed with the statement while mean was 2.42 and standard deviation was 1.465 which means that majority of respondents disagreed with the statement since mean was below 3.0 (Richard et al., 2023). “Your home surrounding is conducive for revising and doing homework”, 63.3% (38) of the respondents agreed with this statement, 10.0% (6) were not sure and 26.6% (16) of the respondents disagreed with the statement while mean was 3.52 and standard deviation was 1.269 which means that majority of respondents agreed with the statement since mean was above 3.0 (Richard, 2022).

Summary.

The study findings revealed that most respondents agreed that parents desire to know from school about their general academic performance, this is in agreement with Christian (1998) who asserts that parent-child interactions, specifically stimulating and responsive parenting practices, are important influences on a child's academic development this view is further supported by (Micheal et al., 2023). The study findings revealed that parents allow their children time while at home to do homework and revision this is in support of Fan and Chen, 2001 research which affirms that parental involvement in their children's learning at home positively affects the child's performance at school in both Primary and secondary schools which leads to higher academic achievement, greater cognitive competence, greater problem-solving skills, greater school enjoyment, better school attendance and fewer behavioral problems at school (Christopher, Moses, et al., 2022). The study findings revealed that parents volunteer in fundraising for school to improve infrastructure e.g., classrooms, laboratories, and others, Zellman and Waterman, 1998 assert that volunteering is also famous for skill development, to socialize and to have fun.

Conclusions

This study concluded that parenting significantly influences academic performance. This was due to the fact most of respondents agreed with this fact. This study concluded that good learning environment positively influences academic performance this was due to the fact most of respondents agreed home surrounding is conducive for revising and doing homework. This study concluded that volunteering significantly influences academic performance (Zulaikah & Rebecca, 2023). This was due to the fact that most of respondents agreed. This study concludes that volunteering in infrastructure development improve academic performance, also revealed that parents volunteer in fundraising for their school to improve infrastructure e.g., classrooms, laboratories, and others.

Recommendations

The researcher recommends that Magezi primary school parents should ensure that their children get balanced diet in feeding this was showed when some respondents disagreed that parents ensure that their children have a balanced diet. The researcher recommends that Magezi primary school parents should make Learning

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Environment more comfortable and encourage their children, parents should continue to tell children that studying, reading and revising are not only done while at school. In order to enhance infrastructure development, parents at Magezi primary school should donate some items, most of respondents in the study disagreed that parents can easily donate some of their personal items like trees, stones in their lands.

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