

**PARENTAL SUPPORT AND THE ACADEMIC ACHIEVEMENT OF STUDENT IN
ADVANCED LEVEL SECONDARY SCHOOLS IN NAKASEKE
DISTRICT, UGANDA**

**BY
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DECLARATION

I, **Sserunkuuma Annet** declare that this research is my original work and has never been presented to any other University for the award of any academic certificate or anything similar to such.

Signature:.....

Date:.....

APPROVAL

This is to acknowledge that, this research has been done under my supervision as a university Supervisor and is now ready for submission.

Ass. Prof. Kayindu Vincent

Signature:.....

Date:.....

DEDICATION

This work is dedicated to my beloved daughter Akinyi Faith Mirembe and my family for showing me the light of the day through their tireless support for me. May the Almighty God bless you and reward you abundantly.

ACKNOWLEDGMENT

I am sincerely indebted to all those who in any way or other contributed to success of this dissertation.

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LIST OF ACRONYMS /ABBREVIATIONS

UNEB	:	Uganda National Examination Board
UPE	:	Universal Primary Education
UPPET	:	Universal Post Primary Education and Training
USE	:	Universal Secondary Education
UPOLET	:	Universal Post Ordinary Level Education and Training
PPP	:	Public Private Partnership
MoES	:	Ministry of Education and Sports
NPA	:	National Planning Authority
HIV	:	Human Immunodeficiency Virus
AIDS	:	Acquired Immune Deficiency Syndrome
IQ	:	Intelligence Quotient.
S.E.S	:	Social Economic Status
HSES	:	High Social Economic Status
PISA	:	Programme for International Student Assessment
TIMSS	:	Trends in International Mathematics and Science Study
UNICEF	:	United Nations International Children's Emergency Fund
GPA	:	Grade Point Average
SAT	:	Scholastic Assesment Test
PISA	:	Programme for International Student Assessment
OECD	:	Organisation for Economic Co-operation and Development
UNSECO	:	United Nations Educational, Scientific and Cultural Organization.
S.5	:	Senior Five
S.6	:	Senior Six
A-Level	:	Advanced Level

CRE : Christian Religious Education
SH : Synthetic Handling
GDP : Gross Domestic Product
WHO : World Health Organization

ABSTRACT

This study was carried out to investigate the level of parental support to their children studying in Advanced-Level secondary schools in Nakaseke district of Uganda; to find out the state of children's academic achievement in Advanced-Level secondary schools in Nakaseke district of Uganda, as well as to assess the perceived influence of parental support on the academic achievement of children in Advanced-Level secondary schools in Nakaseke district of Uganda. Out of the 172 questionnaires distributed to the S.6 students as respondents, 150 questionnaires were returned. Therefore, quantitative data was analyzed from the responses of 150 people. In addition, five teachers and 20 students were asked oral questions. The study was carried out in eight secondary schools out of the 24 secondary schools in Nakaseke district. It was found out that parental support is generally low, students' performance is generally good, and that many students perceive their parents not to influence their (children's) academic progress significantly. Based on the findings of the study, it is concluded that though in rural areas like Nakaseke people are fond of producing children, and although they desire their children to become very important persons, many parents do not adequately support their children in educational-related matters. This is mainly due to poverty, low level of education, men having many children and wives/women, as well as the perception some parents have that during the days they were studying, they used to walk so many miles to and from school moreover barefooted. Secondly, the A-level students in Nakaseke district are, on average, good performers academically. This is due to the availability of pamphlets which students usually read showing how questions should be answered satisfactorily. Other schools make use of resourceful persons like the UNEB examiners. Schools also organize seminars for the candidates to attend and be taught by experienced teachers from other schools on the satisfactory way of answering questions. Lastly, many students feel that though their parents' support of their education is necessary, it does not have much influence on their (students') performance; other factors are determining. These include teacher quality (especially being taught by teachers who are UNEB examiners), the level of students' seriousness, as well as school managers' ability to cause teachers to perform. The researcher recommends that there is need for the government, religious leaders and civic leaders to constantly urge parents to do to the best of their ability to support their children's education both at home and at school instead of thinking that the teachers and the government will do everything for them. Secondly, school managers should invest more in the use of resourceful persons as well as in training their teachers in aspects like UNEB marking style since it was unearthed that teachers who are UNEB examiners are more likely to cause students to pass than their counterparts who are not UNEB examiners. In addition, there is need to urge parents, teachers and headteachers to be more serious in performing their education-related tasks because, these put together, can have tremendous impact on students' academic progress.

CHAPTER ONE

INTRODUCTION

1:1. Background of the Study

Parental support is a key element in the education of their children as it motivates children to learn, leading to higher grades. The level of involvement is crucial in producing a high impact on the student's performance. The higher the degree of parental involvement, the higher the impact on the child's academic achievement. Parents are the first educators of their children. The support they provide affects children's development, learning, and subsequent educational outcomes. This includes direct support to learning before and during formal education, as well as indirect facilitating of factors such as nutrition, health, and hygiene. Support tasks range from school and home communication, assistance in learning activities at home, participation in school events, and participation in school-decision-making bodies (Desforges and Abouchaar, 2003). Support may vary according to the age of the child, ranging from preschool support in the home to direct support once the child has transitioned to school, including assistance with homework and volunteering in classrooms and with school functions.

1.1 Historical Perspective

From 1925, the colonial government in Uganda took an active role in directing education in Uganda as originally it was in hands of the Christian missionaries. By getting involved, the government established different commissions to study Uganda's education system, find the strengths and weaknesses and suggest solutions to the weaknesses. Many of these commissions however, recommended the need for the government to intervene more in education and give more funds, streamline the curricular, supervise, and register the schools. No specific mention was made of parental involvement. Such commissions included the 1924 Stokes Commission,

the 1925 Phelps-Stokes Commission, the 1952, De-Bunsen Education Commission and the 1963 Castle Education Commission. It was the Uganda National Education Review Commission, 1989 under the chairmanship of Prof. Ssentenza-Kajubi which stressed parental involvement and recommended among other things, that parents should contribute on their children's' uniforms, meals and instructional materials where possible (the Uganda National Education Review Commissioner, 1989).

However, though the different earlier commissioners did not directly emphasize parent participation and children's academic excellence, parents were practically required to participate in a few things such as buying uniforms. Even the academic excellence of students was indirectly implied when the national examinations were introduced as was recommended by the Phelps-Stokes Commission, 1924.

Parental involvement in their children's education in Uganda accelerated from 1935 with the establishment of private schools. As some individual educated Ugandans perceived the foreign Christian missionaries and the foreign administrators to be oppressive to the Ugandans, they advocated for the establishment of private schools, thus Aggrey Memorial Secondary School came in existence. As private schools increased, parents were sensitized more on the value of educating their children and to help them complete the education cycle through paying fees, guiding them morally and interacting with the teachers of their children. However, since many parents were not educated then, there was a tendency for many parents to think that the schools had taken over the total responsibility of educating children. Thus in the aspect of assignments given to student, the majority of parents could not sit with their children to do them (Ssekamwa, 1999).

During the colonial days, educational system—less than 2,000 Ugandan students were enrolled at the Ordinary Level at independence in 1962—spurred the newly independent government to immediately attempt its reform. Early efforts aimed at two long-term policy goals: universal elementary education and the provision of an education able to equip students with the skills required to power Uganda’s growing economy and political administration. The resulting measures—which included the public construction of classrooms throughout the country—achieved modest success. By 1970, Ordinary Level enrollment had grown to 30,000.

However, the political turmoil of the 1970s and early 1980s upset these early ambitions, freezing reform efforts and severely eroding the quality of education at all levels throughout Uganda. But as the worst of the political unrest began to subside following Museveni’s rise to power in 1986, a growing awareness of the inadequacies of the current system and the gap existing between educational outcomes and the needs of economic development prompted a resumption of the reforms first introduced decades earlier.

In 2007, a decade after the start of UPE, the government of Uganda introduced the Universal Post Primary Education and Training (UPPET) program, better known as the Universal Secondary Education (USE) program. The program sought to extend free, high-quality lower secondary education to Ugandans who had successfully completed elementary education. In 2012, the government introduced the Universal Post O Level Education and Training (UPOLET) program, which also extended free upper secondary education to those who had completed elementary education.

While USE and UPOLET aimed at extending free secondary education to all eligible Ugandans, the programs did not replace the previously prevailing fee-based model of secondary education.

Fee-based schools, both public and private, continue to exist alongside tuition-free USE and UPOLET schools, and often appeal to wealthier families who are able to spend more for better learning facilities. The USE policy also included a public private partnership (PPP) program, which allowed private schools to participate in the USE program, with the government covering some of the cost of tuition for students choosing to enroll at participating private secondary schools. Over time, the proportion of secondary students enrolled in USE schools, both public and private, has increased.

Initial assessments of the programs' performance, especially the USE program, were positive. In the words of the then director of basic education at Uganda's Ministry of Education, the USE program had, by 2010, "ushered in an ambitious and comprehensive reform program to provide universal access to quality post primary education and training which has played a critical role in providing future workers with competencies and knowledge required for increase in productivity and labor mobility." By 2016, more than one million students were participating in tuition-free secondary school through either the USE or UPOLET programs.

But enrollment figures suggest that the success of the programs in expanding overall access to secondary education has been mixed. The years immediately following USE's introduction saw steady growth, with total secondary enrollment increasing from around 815,000 in 2006, to nearly 1.2 million in 2009, according to the Ministry of Education and Sports (MoES) statistics. But growth slowed considerably thereafter. The introduction of USE went hand in hand with the mushrooming of private secondary schools. Parents were required to support their children at home and at school but some parents seemed to ignore their roles due to social, psychological, political and economic reasons.

1.1.2 Theoretical perspective

This study was based on Epstein's theory of parental involvement. The Epstein Model outlines six concrete types of family involvement behaviors: positive home conditions, communication, involvement at school, home learning activities, shared decision making within the school, and community partner- ships (Epstein & Dauber, 1991; Epstein et al., 2009).

Another theory of relevance was the Hoover-Dempsey and Sandler model which suggests that parents' attempts to support children's learning can be classified into one or more of the following categories: involvement through encouragement, involvement through modeling, involvement through reinforcement, and involvement through instruction. The theory asserts that parental high level of involvement in their children's education usually leads to good academic grades while poor or little parental involvement leads to poor grades of children in school (Hoover-Dempsey, Walker. Sandler, Whetsel, Green, Wilkins & Closson, 2005), This theory was chosen because it is very relevant to the study. Since the study measured the extent of parental support and how that influences children's academic outcomes, this theory fits very well to this study in linking the variables of the study.

1.1.3 Conceptual Perspective

This study addresses two variables namely parental support as an independent variable and students' academic achievement as a dependent variable. Parental support refers to parents' participation in their children's education at home and school. This can take many forms, such as helping with homework, attending school events and parent-teacher conferences, participating in decision-making processes, or regularly communicating with the child's teacher. Parental support is a critical factor in the success of children's education. When parents are involved in their children's education, children are more likely to do well in school and have

better social and emotional development. In this study, parental support is conceptualized home-based support and school-based support. Home-based support is the kind of support or help which parents give their children at home, while school-based support is the kind of support or help which parents give their children at school. Home-based support includes giving moral guidance to children, giving economic support to children, and giving academic support to children. School-based support includes collaborating with teachers and head teachers (Akanksha-Marphatia, Edge, Elise-Legault and Arche, 2010).

Offering moral guidance means informing and directing children in the various ethical fibres of society, such as doing right and avoiding wrong. For examples refrain from stealing, telling lies, being dishonest, being so cruel, being anti-social sexual immorality among others. Offering economic support to children means paying for children and buying them what is necessary for example paying fees, buying books and other scholastic materials, giving them pocket money and other necessities to enable them access education and be retained in school. Offering academic support to children means guiding children in their academic career by for example helping them with homework, hiring resourceful persons to coach them/give them extra-lessons, asking respective teachers to teach them after classes and many others.

Parents collaborating with teachers and head teachers means the extent to which parents and guardians take time to know what happens at school when their children go, and what the children do after reaching their, so parents can collaborate with those teaching his or her children and the head teacher by for example attending parents meetings at school, paying regular visits at school to find out how his or her child (run) behaves and performs, to seek advice from teachers on how his or her children can improve and to know the strengths and

weaknesses of his/her child (run) as perceived by teachers or head teachers. Advanced level in the context of Uganda means two classes, S.5 and S.6.

Parental support to their children has many educational benefits to students, families, and schools. Researchers have found that when parents are involved in their children's education, students are socially. There are several reasons why parental involvement leads to positive outcomes for students: When parents are involved in their child's education, the child is more likely to have positive attitudes towards school and learning. In addition, parental support provides support for the child both at home and at school. Studies have shown that children whose parents are involved in their education have higher grades and test scores and are more likely to complete their education. As if that is not enough, parental support can lead to increased communication and collaboration between families and schools. When parents and teachers work together, it can create a positive learning environment for all students. The benefits of parental involvement in education are therefore numerous. By taking an active role in their child's education, parents can help their child succeed academically and socially.

The dependent variable of this study is students' academic achievement. Academic achievement is defined as the individual student's outcomes or scores from the different academic subjects he/she does, such as in Mathematics, Literature in English, Luganda etc. In this study, academic achievement was measured using UNEB results of S.6 for three consecutive years, 2000, 2021 and 2022.

1.1.4 Contextual Perspective

In Uganda, the responsibilities of parents and guardians in the education of their children are rooted in the laws of Uganda, section 13 (2) of the education (pre-primary, primary and post-primary) Act 2008, in which it is individual that parents and guardians have the responsibility

of (a) registering their children of school going age at school; (b) providing parental guidance and psychosocial welfare to their children; (c) providing food, clothing, shelter, medical care and transport; (d) promoting moral, spiritual and cultural growth of the children; (e) participating in the promotion of discipline of their children; (f) participating in community support to the school; and (g) participating in the development and review of the curriculum.

Many of the problems at both the elementary and secondary levels in Uganda result from inadequate public funding. Despite Uganda's quickly growing youth population, spending on education as a share of total government expenditure has declined sharply, falling from around 25 percent in the early 2000s to just 11 percent in 2018, according to the World Bank. In 2019, the National Planning Authority (NPA), a constitutionally mandated development planning agency, decried the government's inadequate spending on elementary education, noting that the government would need to more than double its per student spending if it ever wished to fulfill the early promises of the UPE program.

At the secondary level, funding declines are even more extreme. A growing percentage of the money the government spends on education is being redirected from secondary to elementary education.

A large body of research shows that good parental support is a strong predictor of children's achievement, even after other factors which impact achievement have been taken out of the equation, including the quality of schools at the primary age (Desforges and Abouchaar, 2003). Mahuro and Hungi (2016) found in Uganda that parental participation in the form of commitment of time and resources to their children's education plays a pivotal role in motivating children to improve their academic grades.

The COVID-19 pandemic further highlighted the importance of parental support, as some parents had to join the front-line teaching and learning process (Winthrop et al., 2020). Parents' lack of education and ability to provide support for homework may crucially affect child learning outcomes, especially during school closures (Brossard et al., 2020).

Overall, findings suggest that children of involved parents are more motivated to learn for learning's sake, because they adopt their parents' positive attitudes towards school and learning (OECD, 2012). Accompanying and supervising children's main school goals – that is, to study and to learn – modeling positive behaviours and attitudes towards school and conveying the importance of school have the strongest positive impact on learning (Castro et al., 2015). Family policies can also be used as entry points for promoting school attendance and learning at all stages of childhood, but these need strengthening to have an impact on promoting equitable learning outcomes. (Richardson et al., 2020)

Some parents, in particular those from lower socioeconomic backgrounds or minority groups, face barriers to involvement in their children's learning. According to Axford et al. (2019), there are material and psychological obstacles 'which operate differentially (and discriminatingly) across the social classes' and evidence of a socioeconomic gradient to parents' engagement in their children's learning and the home learning environment. Findings from the UK suggest that parents from ethnic and/or linguistic minority groups may not have the confidence or skills to guide their children or may be viewed by teachers and schools as having less ability and effectiveness to contribute to their children's education (Goodall and Vorhaus, 2010). This was also found to be the case for parents of migrant or refugee children (d'Addio, 2019). While most parents feel that they are able to assist their child with school-related work

during the primary years, many feel less capable of helping their children as the curriculum becomes more advanced.

Although it is necessary for parents to support their children, not only those in Nursery or primary schools but also those of A-level, some parents do not do it adequately thinking that the children of A-Level are relatively mature and know why they are at school. Some parents are also semi illiterate who can hardly help their A-level children academically. This is true with subjects like Mathematics, Biology, Chemistry, Physics, History, Geography etcetera. In other instances, A-level children are required to buy pamphlets in different subjects but many parents find it hard to do so as many of these pamphlets are relatively expensive, the cost ranging between sh.20,000-35,000 yet many subjects at A-level have three papers each. Therefore, a student who is offering three subjects and one Subsidiary plus General Paper as Uganda's policy stands today, a candidate may be required to buy about twelve (12) pamphlets. This is too expensive for poor parents especially in rural areas like Nakaseke. Some parents feel that they should support their children by talking to them on life skills and moral-related issues, but some of them feel shy to do so, fearing to talk of things like HIV, Sex, pornography, homosexuality etcetera. This is rooted in many Ugandan cultures which suggest that aunties should be the ones to talk to their nieces on sexuality-related issues; while uncles should be the ones to talk to boys about sexuality-related issues. Since some children do not have access to these aunties and uncles, and since these aunties and uncles are busy, moral guidance to children becomes a challenge and the option remains the school to do it. Sometimes this leads to early pregnancies, HIV acquisition and drug abuse as a result of the failure to support these children morally (Kayindu, 2018). The author however just generalizes issues without giving concrete evidence of the claims, hence the current study.

1:2. Problem Statement

Parental support is essential for the success of any education system. It has been shown to improve student achievement, reduce truancy and dropout rates, and improve the quality of education. The government of the republic of Uganda has recognized the importance of parental support and has taken steps to encourage it. The Government of the Republic of Uganda attaches emphasis on educating all school going children, for that matter, Universal Primary Education, as well as Universal secondary education were introduced so that all children can access primary and secondary school education (Okello, 2017). Despite this, some parents, due to Poverty, the high cost of education, and the lack of awareness of the importance of education, result in a lack of parental support for their children's education.

Despite the fact that the government, private sector, as well as the parents has invested huge amounts of money in the education of children, students, performance has remained poor in many subjects at Advanced Level. While releasing the 2022 A-Level results for instance, the UNEB Secretary said that some zero scores were recorded in many papers and he mentioned one candidates who decided to just copy out questions several times in one of the papers, while another wrote, "Dear Mr Examiner. You are still wasting time on me when there are more serious candidates?". After writing "Now listen to my story" he wrote a short poem starting with "I am the stone the builder refused...". He then listed names of some famous musicians and their songs"(UNEB Report, 2022).

Thus, the study was carried out in Nakaseke district of Uganda to investigate the influence of parental support on the academic achievement of A-level students.

1:3. Purpose of the Study

The purpose of this study was to investigate the influence of parental support on the academic achievement of their children at Advanced Level (S.5 and S.6) in the secondary schools of Nakaseke district, Uganda.

1:4. Objectives of the Study

The study was carried out to:

1. Investigate the level of parental support to their children studying at Advanced level in secondary schools of Nakaseke district, Uganda.
2. To find out the state of children's academic achievement at Advanced Level in secondary schools of Nakaseke district, Uganda.
3. To assess the influence of parental support on the academic achievement of children at Advanced Level in secondary schools of Nakaseke district, Uganda.

1:5. Research Questions

The following research questions guided the study:

1. What is the level of parental support to their children studying at Advanced Level in secondary schools of Nakaseke district in Uganda?
2. What is the state of the academic achievement of children at Advanced Level in secondary schools of Nakaseke district in Uganda?
3. What is the influence of parental support on the academic achievement of children at Advanced Level in secondary schools of Nakaseke district in Uganda?

1.6 Hypothesis

The study was based on an assumption that parental support does not significantly influence the academic achievement of children at Advanced Level in secondary schools of Nakaseke district in Uganda.

1:6. Scope of the Study

This study was conducted in Secondary Education Schools in Nakaseke district. Nakaseke is a district in Uganda. It has seven sub counties, 36 parishes and 390 villages. The sub counties in Nakaseke District are Kapeeka, Kasangombe, Kikamulo, Nakaseke, Ngoma, Semuto and Wakyato. Nakaseke District is bordered by Nakasongola District to the north and northeast, Luweero District to the southeast, Wakiso District to the south, Mityana District to the southwest. Kiboga District and Kyankwanzi District lie to the west and Masindi District lies to the northwest. Butalangu, the location of the district headquarters, lies approximately 66 kilometres (41 mi), by road, north of Kampala, the capital of Uganda and the largest city in the country. The coordinates of the district are:00 44N, 32 25E.

It estimated that 59.2 percent of the Nakaseke District community is literate, which is largely limited to the local Luganda language. A Primary Teachers' Training College has been built in Nakaseke. Farming is the main economic activity in the districts. Activities include the cultivation of coffee, maize, beans, bananas, cassava, sweet potatoes, vegetables such as tomatoes, cabbage and fruits including pineapples and mangoes. Fishing in the area swamps, raising of cattle (for meat and milk), goats and chicken are some of the activities carried out in the area. About 90 percent of the farmers use traditional farming methods and techniques. Access to clean water is possible through a network of boreholes and protected springs. One of the major health concerns is the high prevalence of HIV/AIDS in the district. As of March 2014,

the prevalence rate of the disease in the district was estimated at about 8%, compared to the national average of 6.5%. All this has impacts on the schooling of children in a certain way.

Nakaseke District has seven health units including a 100-bed public hospital, Nakaseke Hospital, administered by the Uganda Ministry of Health. Nakaseke Hospital is connected to other health units by a radio. There is also a community hospital at Kiwoko, Kiwoko Hospital, administrated by the Church of Uganda where there are five doctors, six medical assistants, 23 midwives and 33 nurses, as of 2010.

Access to clean water is possible through a network of boreholes and a protected springs. One of the major health concerns is the high prevalence of HIV/AIDS in the district. As of March 2014, the prevalence rate of the disease in the district was estimated at about 8%, compared to the national average of 6.5%. Nakaseke District has the sixth-highest prevalence rate of HIV/AIDS in the entire country's 112 districts (*Nafula, and Bagala (28 June 2006)*).

Regarding the content, it will cover the support of parents to their children both at home and at school. It will also address the schooling of the children. Specifically, it will look at these children's access to the schools hence being admitted there, their attendance of school and lessons, their performance, as well as their participation in extra-curricular activities.

1.7 Hypothesis

It is hypothesized that the parental support does not significantly influence children's academic achievement at Advanced Level in secondary schools of Nakaseke district, Uganda.

1:7. Significance of the Study

Academic performance is a vital aspect in determining the success or failure of the schools thus the results of this study are likely to bring positive contribution in the following ways;

It will help the Head teachers, administrators and other stake holders to have a workable solution of bettering academic performance. So leaders in the district will device measures ensuring that students are attended to fully, to meet the expected standards of education goals.

It will help the Ministry of Education and sports, school administrators to identify as well as fully comprehend the factors leading to poor academic performance in schools thus addressing them in the right time.

It will also help to enlighten on the community about their negative social- economic activities that interfere with the learning progress of their children.

The study if successful, it will help to add on the existing literature review which could help the future scholars.

The study will act as a partial fulfillment of the requirement for the award of Master's Degree of Educational Administration and Management.

CHAPTER TWO

LITERATURE REVIEW

2:0. Introduction

This chapter highlights on the theories underpinning the study, the conceptual framework, as well as the literature relevant to the variables of the study.

2.1. Theoretical review

This study was based on Epstein's theory of parental involvement. The Epstein Model outlines six concrete types of family involvement behaviors: positive home conditions, communication, involvement at school, home learning activities, shared decision making within the school, and community partner- ships (Epstein & Dauber, 1991; Epstein et al., 2009).

Another theory of relevance was the Hoover-Dempsey and Sandler model which suggests that parents' attempts to support children's learning can be classified into one or more of the following categories: involvement through encouragement, involvement through modeling, involvement through reinforcement, and involvement through instruction..As cited in Hoover-Dempsey, Walker. Sandler, Whetsel, Green, Wilkins & Closson (2005), the Hoover-Dempsey and Sandler model of the parent involvement process suggests that family engagement is a process that begins with families' decision-making about being involved and culminates with student outcomes. The cognitive component of involvement decision-making includes role construction for involvement and self-efficacy for helping children succeed in school. Hoover-Dempsey and Sandler suggest that parents' attempts to support children's learning can be classified into one or more of the following categories: involvement through encouragement, involvement through modeling, involvement through reinforcement, and involvement through instruction. Children's academic self-efficacy is not about what they think they can do well; it is

about how they think they will perform on a particular task, positively or negatively. Children's social self-efficacy for relating to teachers represents their beliefs about their ability to develop a strong relationship with their teacher. Families can help children cultivate positive relationships with their teacher by modeling appropriate interactions with school personnel.

Structured in five levels, the model addresses three essential questions: 1. Why do (and don't) families become involved?; 2. What do families do when they are involved?; and 3. How does family involvement make a positive difference in student outcomes? Level 1 of the model suggests that three major factors influence the variety and frequency of family involvement. These three factors are parents' Personal motivators, Perceptions of invitations to be involved, as well as Life context variables. These factors at Level 1 interact to shape the forms and frequency of family involvement (Hoover-Dempsey, Walker, Sandler, Whetsel, Green, Wilkins & Closson, 2005).

Central to the model is the idea that parents' motivations for involvement are a function of the social systems to which they belong. For instance, parents' role construction and sense of efficacy are influenced by their own family and academic experiences during their childhood, current family systems and recent experiences in the school systems that their children attend. The two personal motivators identified in the model are parental role construction for involvement and parents' sense of self-efficacy for helping their children succeed in school. Role construction is parents' beliefs about what they are supposed to do in relation to their children's schooling. Self-efficacy for helping their children succeed in school refers to parents' beliefs about whether or not their involvement is likely to have a positive influence on their children's education. Just as student self-efficacy influences students' academically related behaviors, parents' sense of self-efficacy shapes what parents do.

Parents' perceptions of invitations to be involved Contextual motivators of involvement take three forms: 1. General invitations from the school. Does the school feel welcoming? Do all school staff members (including front office staff, custodians, etc.) greet parents warmly?; 2. Specific teacher invitations, such as teacher requests for supporting learning at home or attending a parent-teacher conference; 3. Specific invitations from the child for help, such as in doing homework.

There are also Life context variables. Parents' understanding of their own skills and knowledge influences their thinking about the kinds of involvement activities they take on. When students' or teachers' requests for involvement fit parents' beliefs about their skills and abilities, they are more likely to act; however, if parents believe their skills or knowledge are inadequate, they may be reluctant to take action. In addition, Parents' perceptions of the time and energy they have available for involvement influence their decisions about involvement. Parents may be constrained by long work hours, varied family obligations and the reality that opportunities to become involved in many educationally-related activities are scheduled for the school's convenience.

Family culture may play a significant role in parents' ideas about the ways they can and should be involved in supporting their child's learning. For example, even when schools are inviting, families whose cultures have traditionally suggested that parents should play a limited role in students' formal schooling may stay "on the side lines." Conversely, families whose cultures expect regular and direct family engagement may offer considerably more active engagement than their students' schools expectations (Hoover-Dempsey, Walker, Sandler, Whetsel, Green, Wilkins & Closson, 2005).

Level 1.5 of the model defines several forms of involvement such as the following: One form of involvement incorporates parents' clear communication with their children about their personal and family values, goals, expectations and aspirations for student learning. The communication of these goals and expectations, in turn, shape students' beliefs and behaviors related to learning. The model also acknowledges that families support student learning through involvement activities at home. These often include such activities as talking about the school day, expressing interest in the student's learning, and monitoring and reviewing student work. Effective family-school communication influences students' academic progress. The value of effective communication is generally strongest when the communication is consistently characterized by mutual respect, careful listening, and school responsiveness to parents' questions, ideas, suggestions and concerns. Lastly, the model includes participation in school-based activities. Educators sometimes assume that parents who are not at school are not involved. The breadth of involvement forms described in Levels 1.5 and 2 of the model are important reminders that involvement at school is not necessarily a good indicator of parents' actual breadth and level of involvement.

Level 2 of the model argues that parents influence the student attributes necessary for school success (outlined in Level 4) via four specific kinds of activities. These "active ingredients" are: encouragement, modeling, reinforcement and instruction. Level 3 of the model asserts that these mechanisms remain inert unless students perceive their parents' actions. In this way, student perceptions of their parents' use of the four mechanisms is an essential channel whereby parents' beliefs and behaviors are translated into attributes that lead to academic success. For example, when parents encourage their child to persist in academic work, and the child perceives this encouragement, parents contribute to the development of student academic self-efficacy or confidence in their child's ability to learn. The fourth level of this model is level of

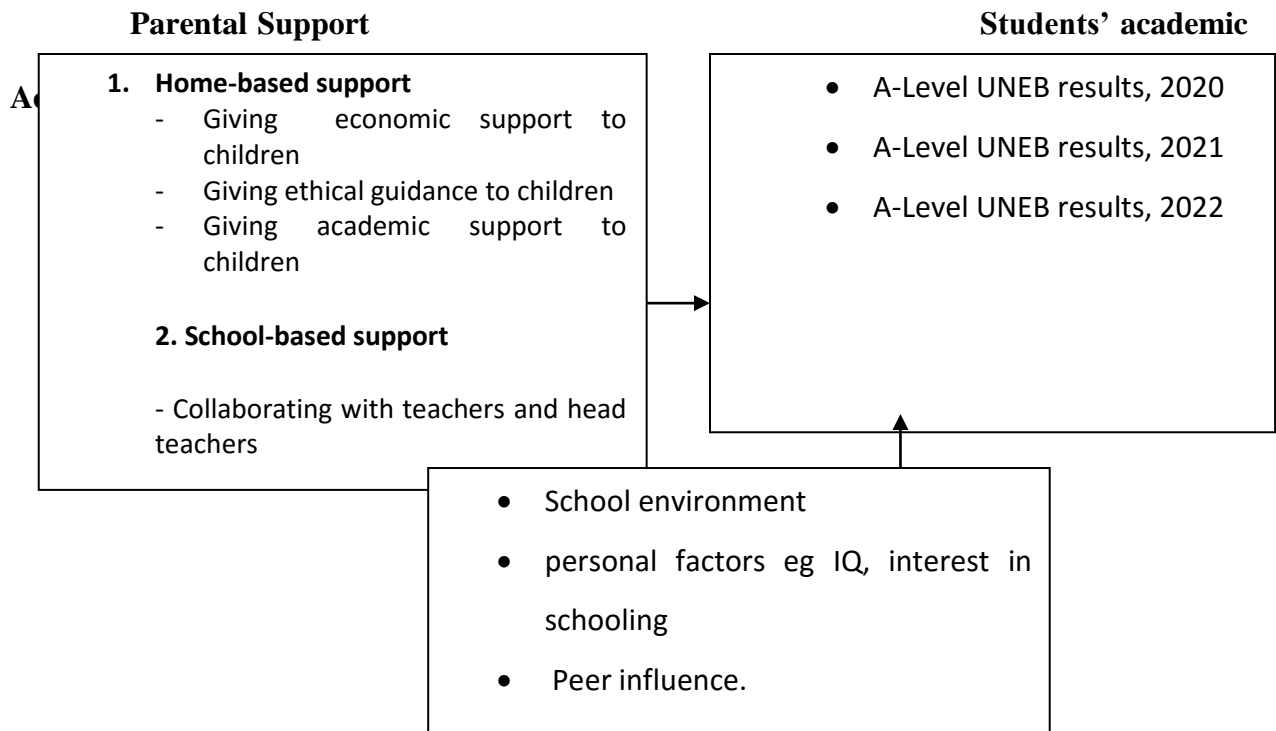
the model views students as the authors of their academic success. It describes a set of four student beliefs and behaviors associated with academic achievement namely:

1. Academic self-efficacy. Efficacy is the belief that “I can.” When students believe that they are capable of learning, they are more likely to persist in the face of new and sometimes challenging academic work. If they do not hold this belief then they are less likely to persist.
2. Another important student attribute is intrinsic motivation to learn. Highly effective learners have a genuine interest in mastering the content and this curiosity sustains their engagement in learning both in and out of school.
3. A third attribute is self-regulatory skills. This means that students behave in ways that support their learning, including managing time well, setting goals and monitoring their progress.
4. The fourth attribute at this level of the model underscores the social dimensions of school success. Successful students know how to ask for help when they are confused and how to work cooperatively with others in the classroom.

The fifth and last step of the model is student achievement. The Hoover-Dempsey & Sandler model asserts that parent involvement, as described at each level of the process, influences and to some degree predicts student outcomes (Hoover-Dempsey, Walker, Sandler, Whetsel, Green, Wilkins & Closson, 2005),.

2.3. Conceptual frame work

Fig 2.3: Conceptual framework showing the influence of parental support on the schooling of children



Source: Source: Developed by the Researcher (2022)

The conceptual framework shows that parental support influences students' learning in terms of accessing school, academic achievement/performance, attendance at school and in class, as well as participation in class. The extraneous variables namely school environment, personal factors like IQ, peer influence, as well as students' interest in interest in schooling can also affect the schooling of children. These variables are however recommended for future studies.

Indeed, parental support promotes children's learning. Often, a lack of parental involvement is blamed for low student achievement or engagement (Barnard, 2004; Desimone, 1999; Hill & Craft, 2003; Hill & Taylor, 2004; Jeynes, 2011; ZeUman& Waterman, 1998); therefore, teachers are asked to communicate with parents to help motivate students and encourage parents

to become more involved in the school and their students' education (Epstein & Dauber, 1991; Epstein et al., 2009; Glasgow & Whitney, 2009; Griffith, 1998; Henderson & Mapp, 2002; Lee & Bowen, 2006). However, schools often struggle with low attendance at parent nights and a lack of strategies to more effectively promote parental involvement (Glasgow & Whitney).

General view of parental Support for their children's schooling

Parents have a strong influence on their child. They have a direct influence that is stronger than that of teachers, friends, and media. For this reason, a parent's positive attitude and support towards their children's education is considerable. It can inspire and empower the child to develop good learning habits. This results in academic success. In the long run, the child experiences economic and social benefits. Sadly, many schools are unsuccessful in getting parents to take an active role in their child's education. Some common mistakes educators make are: Making uninvolved parents feel guilty, Inattentiveness to the parent's perspective, Poor communication, as well as Indifference to the individuality of the parents.

Parental involvement is important because it leads to reduced absenteeism. Research shows that parental involvement encourages children to attend school regularly. Findings from a study on middle school students in a public school, for instance, show a strong negative relationship between parental involvement and absenteeism. As the involvement of parents increased, absenteeism reduced. Research from the University of California shows absenteeism negatively affects social-emotional learning (SEL). It hinders the development of social skills like self-efficacy, social awareness, self-management, and a growth mindset. Absenteeism causes a decrease in academic performance. Studies have proven that as students miss classes; their academic performance drops. It can lead to student dropout. Dropouts have long-term consequences like unemployment, low income, and higher incidences of crime involvement.

In addition, parental participation promotes better behavior. The same study on absenteeism among middle school students shows that a parent who's involved in a child's academics makes a big impression on the student. This parental support, in turn, causes: a boost in the student's self-esteem, an improvement in their attitude towards school, less disobedience, the ability for the child to build and maintain healthy relationships with peers and teachers, as well as reduced inappropriate classroom behavior, such as bullying and fighting. Conversely, studies show that uninvolved parents or parents who disagree with the teachers may negatively affect the child's behavior. The child could also develop a negative attitude towards the teachers. It also increased student achievement. Parent involvement motivates children to learn, leading to higher grades. The level of involvement is crucial in producing a high impact on the student's performance. The higher the degree of parental involvement, the higher the impact on the child's academic achievement (Akanksha-Marphatia, Edge, Elise-Legault and Arche, 2010)..

Parent Involvement Improves Parent and Teacher Satisfaction. Besides promoting student success, parental involvement in a child's education is beneficial to the teachers and the parents. It builds a positive relationship characterized by mutual respect. They're able to work together to promote student learning and performance. This partnership benefits the child's teacher in that: Parents develop an appreciation for the challenges teachers face. It makes them feel valued. This gives the teacher morale and boosts their performance, creating higher job satisfaction; the interaction between the teacher and the parent helps the teacher know the student more. It enables them to teach in a personalized way; and there is better communication between parents, teachers, and school administrators. Parents are more likely to accept teachers' requests for help with homework completion.

The parents involved in their children's learning process also benefit in that: they understand their child's emotional and intellectual needs better; they gain confidence in their parenting capabilities. The parent learns their children's development stages and how to use positive reinforcement for each stage. The improved communication gives parents the confidence to raise any concerns they may have about the school's practices. The parents become more committed to the school. They could become more active in policy-making and other important processes in the school.

2.3.1 Parental support to their children in terms of offering economic support

According to Desforges (2003), parental involvement takes many forms including good parenting in the home, including the provision of a secure and stable environment, intellectual stimulation, parent-child discussion, good models of constructive social and educational values and high aspirations relating to personal fulfillment and good citizenship, contact with schools to share information, participation in school events, participation in the work of the school, and participation in school governance. Many studies have shown that positive parental involvement with schools is one of the prerequisites of effective schooling, and that co-operation between school and home can raise educational achievement. However, parents who lack confidence in their own abilities are unwilling to help their children with schoolwork and require considerable guidance if they are to do so. A little effort on parent's part enables the students to become better customers as individuals when they grow up. With interest from the parents, children learn more from their surrounding environment and are better accustomed to cultural and social changes. Many parents face barriers when they attempt to involve themselves in the education of their children because of factors such as work schedules, transportation, and lack of time (Martila and Kiley, 1995). Barriers to parental involvement include the language barrier and/or

the inability to function effectively in English, discomfort levels with an unfamiliar and intimidating education system and a perception that they are not wanted (Chavkin, 1989). Additionally, parents may have difficulty in helping their children with homework if they do not know the mainstream language, curriculum, and/or expectations of the school system. Parents may also struggle when trying to communicate with school personnel (Akanksha-Marphatia, Edge, Elise-Legault and Arche, 2010).

Parents are generally shown to provide the typical care of children that adequately contributes to their ability to learn such as providing food, health care, clothes and candles/lanterns. Across all countries, most parents feel that they should allow children time and space to do homework. Many admit that girls have more chores to do such as fetching water, caring for siblings, cooking and cleaning both before and after school. When supplies (e.g. candles) are low, parents priorities the son's learning/homework as they feel this is a better investment. This dynamic around roles and expectations, coupled with the divergent levels of engagement and investment between boys and girls' education, often determines relative success rates across gender (Kirk, 2006). This in turn becomes a cross-generational issue: biased behaviour is more than likely to be reproduced by the son (and possibly daughter) when they grow up and have their own families.

Epstein (1992) defined six types of parental involvement that can be influenced by the school; these also contain the three types of parental involvement identified by Bakker et al. (2007). Epstein (1992) stated that to increase the involvement of parents, schools and teachers should: (1) assist parents in child rearing skills (home-based involvement); (2) communicate with parents regularly (home-school communication); (3) involve parents in school volunteer opportunities (school-based involvement); (4) involve parents in home-based learning (home-based involvement); (5) involve parents in school-based decision making (home-school

communication); and (6) involve parents in school-community collaborations (school-based involvement).

As cited in Sekiwu and Tamale-Kaggwa (2019), several research studies have found that participation of parents in children education is significantly and positively correlated with students' academic accomplishment (Olaniyi & Mageshni 2008 [4], Altschul, 2011 [5]). A study by Rosie Thornton (2015) [6] concluded that students whose parents are intently involved in their children's academic activities have better academic results than parents who are not dynamically involved in the academic activities of their children. Parents who are actively involved their child's education are more likely to encourage the child's social, emotional, and academic growth (Green et al. 2007). According to Kohl, Lengua and McMahon (2000) [2], children attend school regularly, act better, perform well academically from kindergarten through high school, go farther in school when parents more are involved in their school work. Similarly, Barnard (2004), found that academic performance of students profoundly depends upon the parental involvement in their academic activities to attain a higher level of quality in academic success. Since parents are the first teachers of their children, they need to take a leading role in their children's education. Parent involvement in a child's education is a key issue ensuring students' success, growth and development in life. Students will take education more seriously, do well academically, display better behaviour in school and assume greater responsibility for his or her actions when they found their parents are actively involved. According to Xu, Benson, Mudrey-Camino and Steineret (2010), parental involvement in assignment can be a means to keep parents well-informed of the child's strengths and weaknesses in several subject areas, mainly reading. A study by Cai (2003) illustrated that participation parents is a statistically weighty forecaster of their child's level of achievement in Maths and also promoted positive behaviour and emotional development. Domitrovich, and

Welsh (2004) showed that parents' involvement in their children's reading activities at home had a significant influence, not only on their reading ability, language comprehension and expressive language skills, but also on their interest in reading. Children who worked with their parents at home on Maths assignment achieved better Maths grades (Bartel, 2010). It demonstrated that when parents are involved in a child's schooling by assisting them with homework, communicating with teachers and attending all events at school, it helps the child to do very well in the all the subjects the school. However, some research studies contradicted the above, indicating that involvement of parents in children's education can have a negative effect on the student's success and achievement. According to Shumow and Miller (2001), parental involvement in homework and communication with the school has a negative impact on students' academic achievement by way of lower test scores. Additionally, Cooper et al. (2000) found that when parents are directly involved in children education that will negatively affect their performance academically. With respect to the interconnection between the socio-economic status of parents and their level of involvement; it was found that parental education level, status of employment and income may affect the level of parental involvement (Vellymalay, 2012; Smith, 2006). Vellymalay, (2012) stated that socio-economic status is positively correlated with higher levels of parental involvement and, subsequently, higher levels of academic attainment. Domina (2005) says that parents with highersocio-economic background tends to be more effectively involved than the parents with lower socioeconomic background. According to Lee and Browen (2006), parents with low educational levels could be not much motivated to get involved since they do feel less confident to communicate with school staff. Similarly, Davis-Kean (2005) stated that level of parental education is a vital predictor of children's academic and behavioral upshots. In the same study found that married parents are more likely to be involved in their children's education. This study showed that

parents' demographic variables (education level, employment, married status and income) have a great effect on parental involvement which directly influences academic performance. In contrast, some study found that parents' level of education, marital status and income level have no significant correlation with their children's academic achievement (Hayes 2012). Also, according to Shaver and Walls (1998), level of income of parent is not a donating issue to level of involvement in their children's education.

Fan (2001) identified four dimensions of parental involvement (educational aspirations, parent-child communication, contact with the school and volunteering) while Sui-Chu & Willms (1996) valorizes involvement composites such as home discussion, home supervision, school communication, school participation, intellectual engagements and personal parenting which dimensions increase students' feeling of competence and motivate parents to become involved. Then Bronfenbrenner (1994) emphasizes parental involvement in child education using the overlapping spheres of influence between the home, school and the community contexts as highly influencing children's cognition. Finally, Becker and Epstein (1982) provide a variety of techniques for involving parents in their children's education. In a survey of 3700 first, third and fifth grade teachers, Becker and Epstein (1982) found out these techniques could be grouped into five broad categories. (a) reading activities, (b) learning through discussion, although these authors do not detail practical mechanisms for effecting reading and learning through discussions (c) They also note supervision and review of homework, (d) rewards and punishments, and (e) fostering parental tutoring skills. But Keith, Reimers, Fehrmann, Potterbuam and Aubey (1986) define parent involvement in terms of perceived expectations for performance, verbal encouragement or interactions regarding homework, direct reinforcement for academic improvement, and general academic guidance or support. Finally, Bempechat and Ginsburg (1989) developed the Educational Socialization Scale (ESS) to tap academic and

cognitive socialization practices, indicate parents frequent and high (as cited in Sekiwu and Tamale-Kaggwa, 2019).

Research generally supports the positive correlation between parental involvement and children's learning outcomes. However, many of the positive associations found in the studies are purely correlational and causal links cannot be assumed. Moreover, as stated earlier, most of this research has been conducted in semi-urban settings in the USA and other western jurisdictions where more supportive structures often exist to facilitate parental participation. Some studies show positive associations between parental involvement and support for children's academic achievement both at school and within the home (Jeynes, 2005). When parents are involved in schools, however, research shows how children's literacy improves regardless of the limitations posed by parent's own (low) educational achievement and thus their ability to help their children learn (Dearing et al., 2006). There are many strategies used to engage parents with low levels of literacy and there is a need to test, evaluate and, in turn, systematise those who show real potential in developing countries. In particular, the literature highlights the need to recognize that the pedagogical processes suitable for adults (sometimes called androgogy) need to be used to educate and support parents if they are to better understand and engage in the learning processes of their own children. Parental involvement in their children's wellbeing including education is taken seriously by some parents. This is why today as Kayindu (2017) claims, some economically poor parents ask their relatives to help them educate their children. In that way, a child can go and stay at his or her aunt or uncle's home from where he or she goes to school. Unfortunately, some of the male relatives commit incest with the girls they are looking after, an act which, according to section 149 (1) of the penal code Act, laws of Uganda, is criminal punishable by seven years of imprisonment. Therefore, the point is that some parents and guardians fail to get involved in the education of their children in

a morally upright way and instead get involved in a stupid way. Though getting involved in a stupid way is by law punishable, sometimes the culprits go un-punished due to failure to report such cases to the relevant authorities or due to lack of concrete evidence (Kayindu, 2018).

Ogwu (2004) states that a family which has a high level of income, education and good paying occupation are often more successful in preparing their children for school. He continues to observe that low economic status parents are challenged when it comes to providing care and education to their children. He concludes by indicating that there is a strong relationship between S.E.S of a family and the general academic performance of a child. Children from high S.E.S are exposed early to educational facilities such as electronic and print media. This opens their mind early enough and therefore are ready to cope with education demands at any given level in the future. World Bank, observed that poverty-stricken children spend more time contributing directly or indirectly to household income generating than their counterparts from well to do families. As a result, they spend less time on school work (World Bank, 2000)

From the above elaboration, it is evident that low social economic status (S.E.S) greatly affects academic performance. Parents from High S.E.S in most cases take their children to good schools which have modern educational facilities and other resources. Such schools are expensive and only the HSES people can afford. Their counterparts from the lower S.E.S take their children to low cost schools, which lack the basic facilities. This results to overpopulation which makes it difficult for teachers and even pupils to grasp what is being taught (Ogwal, 2005). He further states that parents from low S.E.S are unable to provide care and education for their children. This observation is supported by Shultz (1999) who discovered in his study that parents from higher S.E.S had stopped taking their children to public schools.

He stated that public which schools are lowly rated were left to parents and pupils from low S.E.S. Due to low charges, he continued to observe that this leads to over population. This he continues had hampered the delivery of education and that has contributed to poor academic performance. He concludes that children from public school of whom majority are from low S.E.S end up being criminal, drug addicts and such schools accelerates economic anxiety.

(Ogwal 2005) states that children from low socio-economic status (S.E.S) families lack provision of even the most basic educational materials needed at school, In many cases, they forego classes to attend to other family's needs like digging and other domestic duties. This chronic absenteeism leads to poor academic performance. The coverage of the syllabus in all level by such learners is inadequate. Naturally, lower placed S.E.S families are large and parents are unable to give individual attention to each child's needs. This is in contrast to highly S.E.S families where children are generally few and have time and space for remedial tuition. Those from low S.E.S. families may have time and space but lack lighting system at their home. They rarely attend to their homework's (World Bank, 2000). Thus, parental involvement in their children's education has an impact on children's academic performance. None of these studies however addressed Nakaseke district secondary schools, hence the current study.

Parental involvement influences the children's psychological, emotional, social and economic state. In the view of Ajila and Olutola (2007), the state of the home affects the individual since the parents are the first socializing agents in an individual's life. This is because the family background and context of a child affect his reaction to life situations and his level of performance.

Research on college students suggests that activities like advising could increase students' involvement in their college experiences. Colleges and universities could use strategic planning to design advising programs based on relationships of shared responsibility and focused on students' success. Research on positive outcomes of college and on the diverse needs of students making up today's student population suggests that a new look at advising is needed. Findings link academic advising directly and indirectly to contact between faculty and students and persistence in college. For example, involvement influences learning and defines effective institutions as those having the capacity to involve students [Astin (1984)]. Research also indicates that frequent and meaningful contact with faculty members, especially contact focusing on intellectual or career-related issues, seems to increase students' involvement and motivation [Astin (1984); Pascarella (1980, 1985); Terenzini, Pascarella, and Lorang (1982); Tinto (1987)]. These results can be important to advisers, for they have the capacity to increase meaningful contact with students and to encourage them to persist in college. When a broad base of the college community plans for, implements, and evaluates advising services, advising can become a systematic enterprise of the institution that enhances the educational outcomes of college. Another very important factor in establishing high retention rates at a college is the degree to which students establish close and supportive personal and professional relationships with faculty and other significant people on campus [Tinto (1987)].

A recent one-year long study examined the nature of joint (parent-child) pre-school activities (play, shared reading, craft activities etc.) at home and their relationship to 4-yr olds early reading skills. The findings showed that the frequency of these activities had an impact on reading attainment, vocabulary, memory and aspects of phonological awareness. The importance of shared storybook reading for later independent reading ability was reiterated by this study (Wood, 2002).

2.3.2 Parental support to their children in terms of offering moral guidance

Parents have a role to play in the moral lives of their children.

Ichado (1998) stated that parents' constant disagreement affects children emotionally and this could lead to poor academic performance. Taylor, et al. (1995) showed that parenting style (nature and control) and parental involvement significantly predicted academic outcomes. In Saudi Arabia, Kritam, et al. (2004), reported that the family financial support, encouragement and following up have positive impact on students' performance as measured by their GPA.

For example, Mee and Gan (1998) found that, reading aloud to children happens only in one third of Singaporean homes. Parents playing with their children is an important indicator for parental attitudes and behavior towards child development. The cross-country data on this issue is quite difficult to summarize. One of the problems arises from the definition of "play". The open-ended question "did you play with your child today?" can generate different responses from different caregivers, based on their understanding of what "play" is. Similarly, almost none of the studies concentrate on the "duration" of the play activity, so a very brief encounter with the child can be coded the same way as an interactive play activity that lasts two to three hours.

2.3.3 Parental academic support to their children

Parents can get involved in the education of their children in terms of academic support by for example buying relevant books and reading materials to their children, helping them to do homework, among others. With regard to the role of parental support for homework, it is widely assumed that when parents help their child with homework there are positive effects on student learning and academic achievement; the student will study more efficiently, effectively and with greater focus (Hoover-Dempsey et al. 2001; Patall et al. 2008). In the long term, parental

involvement may have a positive effect on student's ability to engage in adaptive self-regulation by promoting the development of learning strategies such as goal-setting, planning, time management, and attentiveness (Patall et al. 2008). Hoover-Dempsey et al. (2001) described three reasons why helping with homework may have these positive effects: (1) modeling, (2) reinforcement, and (3) instruction (see also their general model for parental involvement, mentioned previously). First, while helping their child with homework, parents can serve as salient models. This is based on the idea that children learn through observation. Parents are influential role models because they possess skills and abilities that children value highly. Because there are no direct consequences of the child's performance at home (in contrast to school), home provides a safe environment where the parent becomes an even more powerful role model. The second reason is reinforcement; by providing positive consequences in response to the child's homework behaviors, the child is stimulated to demonstrate similar skills and behaviors again. Parents may even have an advantage over teachers because they have better insight into which reinforcement strategies are the most effective for their child. Finally, helping with homework may have a positive effect on student achievement because parents tend to use the learning strategy "guided or collaborative learning" (Hoover-Dempsey et al. 2001). This includes directing the child to the task at hand, simplifying the task, providing extra explanation, or relating the task to familiar contexts. However, some scholars argue that parental involvement with homework may also have negative effects (Patall et al. 2008; Dumont et al. 2012). They point out that the involvement may lead to tensions between parents and children, caused by parental frustrations about the child not performing as expected, or by the frustrations of the child who perceives their parents as too controlling. For lower-achieving children, or parents with unrealistically high expectations, these tensions may have a negative impact on the child's self-esteem and performance at school. Helping with homework might

also interfere with learning if parents are not sufficiently equipped to help, if their instruction is very different from that of the school teacher, or if parents are overly involved, for example, completing assignments themselves (Cooper et al. 2000).

In a study carried out in Burundi, Rwanda and Uganda, The ILOPS data show that there are parents in every school who support their children's homework, and that parental desire to help their children achieve by supporting their homework is high. For example, in Burundi, 100% of the parents in Bururi District and 83% in Karusi feel they should help improve learning outcomes, but what they actually are able to do in practice depends on how confident they feel about their own knowledge and skills. Children shared that they while they do receive support with their homework, it is mostly from siblings and friends rather than their parents. Half of the parents in Bururi said they do help their children with homework. In the Karusi District, however, only 4% of parents support their children's homework. Where finances permit, parents in all four countries hire tutors or pay for mock exams to help their children with lessons. Though many shared that their own level of literacy limits the extent of support they can provide for learning, some parents explained how they get around this by using different strategies to monitor homework. They often verify if their children are learning by asking them to do something specific or checking notebooks for completed work and grades. In some cases, what parents think they should do and what they want to do is different than what they actually manage to get done. In Uganda's Kalangala District, 44% of parents think they should provide more time at home for studies. Another 32% of parents agree that correcting mistakes and providing general academic guidance is important. However, in practice, only 25% of parents are actually able to provide time for their children to do homework. Of the parents interviewed, in reality 75% do not supervise homework.

In a study relating parents' knowledge of storybooks and children's language skills (Senechal, 1996), the findings show that variance in children's vocabulary scores could be explained by parent's knowledge of storybooks while controlling for children's analytic intelligence, parents exposure to adult reading material and parents education. A 6-year longitudinal study involving 67 mothers and their children 5 to 6-years old, which examined the relationship between maternal behavior and children's cognitive development found that maternal measures taken during preschool years (expectations of child's achievement, performance on a referential communication task, strategies for controlling child's behavior, affective tone of mother-child interaction) predicted at significant levels both school readiness and performance at grade 6 (Hess, 1984). It has also been argued that, reading to children is likely to have significant and lasting long-term effects, even if the effects look small in the short-term (Lonigan, 1994).

The reading process begins at home where children observe their parents or guardian's reading. Parents' involvement in their children's reading at home has a tremendous effect on children's reading achievement. Research conducted by Fantuzzo, et al, (2004) shows that the practices associated with parental responsibilities for learning such as providing a place for education activities, asking children about school and reading to them are related to children's motivation to learn, hence contributing to their achievement at school. In addition, Grolnick (1994) found that parental involvement affects pupil's achievement because their encouragement, motivation and reinforcement ensure that children practice reading, thereby improving their reading skills. Accordingly, the mediatory involvement of parents in their children's reading has a positive impact on their reading achievement since they spend many hours at home with their parents. These studies, however did not explore factors that influence parental involvement in their children's reading.

The outcomes of the meta-studies and the individual studies in this review indicate that parental involvement is generally positively correlated to or has positive effects on student attainment. This is in agreement with the outcomes of a meta-synthesis of nine meta-analyses by Wilder (2013). With regard to the individual dimensions of parental involvement, the results are less definitive. For example, the association between parental involvement with homework and student achievement is positive in some studies, but non-existent or negative in others (Hoover-Dempsey et al. 2001; Patall et al. 2008). A study by Domina (2005) found that the initial positive effects of parents' involvement in school and at home on the reading and math achievement of primary school students, changed to non-significant or even negative effects when controlled for student background characteristics. This indicates that the effects of student background characteristics on the relation between parental involvement and student outcomes are also unclear. While most studies show a positive relationship between SES and parental involvement (Cooper et al. 2000; Fan and Chen 2001; Mattingly et al. 2002), a study of Dutch parents of primary school students (Stoep et al. 2002) revealed that home-based involvement was higher among lower SES parents than among high SES parents. Yet another Dutch study found no relation between the educational level of the parents of primary school children and involvement in their child's education (Bakker et al. 2007). Whether the reactive hypothesis should be rejected or not, the lack of consensus confirms the difficulties introduced in proposing that parental involvement influences student attainment. One of the meta-studies focused specifically on the effects of parental involvement programs offered by schools (Mattingly et al. 2002).

Another study conducted with 137 first-grade students in five schools, in poor neighborhoods of Lima, Peru found that parents who have higher expectations of success for their children have their children scoring significantly higher on picture vocabulary, verbal analogies, letter-word

identification and reading comprehension tests (Castro, et. al. 2002). The same study also found that parental expectations and consistent reading to children at home are significantly related.

Just having books and having them read aloud to the children is only part of the story. Many researchers argued that the style of reading and interaction between the child and the parent during the reading makes a big difference. For example, Masahiko (1999) argues that one important reason that Japanese-American children differ in their reading skills from home to school is due to the 3-part sequence (mother questions-child responds-mother provides feedback) adopted by the Japanese mothers during book reading.

A study comparing the definition of parental involvement for European-American parents versus that of immigrant-Chinese parents in the USA revealed that European-American parents were more involved in school-based activities while the immigrant-Chinese parents focused more on systematic teaching of their children at home (Huntsinger and Jose 2009). Another study compared the home-based and school-based parental involvement of Jewish and Arab parents in Israel, using the parental involvement model of Hoover-Dempsey and Sandler (1995) for both populations. This study showed that Arab parents were more involved with their child's education than Jewish parents. However, the intensity of the invitation of the child to be involved was higher among Jewish parents. Although these two examples did not compare different countries, they do suggest that is very likely that cultural differences in the perception of parental involvement exist. For international comparative studies in education, such as PIRLS, the Programme for International Student Assessment (PISA), or the Trends in International Mathematics and Science Study (TIMSS), this could mean that different parental perceptions of what is important for the education of their child can also have consequences for how survey questions about parental involvement are interpreted.

2.3.4 Parental support to their children in terms of collaborating with teachers

Based on the laws of Uganda, parents have to be involved in the education of their children.

According to, the Education (Board of Governors) regulations, 2008, for example, Section 3 (d) states that for every secondary school in Uganda there shall be a Board of Governors consisting of five members, two of whom must be representatives of parents of the school, elected at the annual general meeting. This reveals the importance the government attaches on parental involvement in the management of the schools their children are studying from. By getting involved in the management of the schools, different aspects in the school, such as students' performance are addressed. It is however one thing for the law to state something and it is another thing for what the law states to be implemented.

This is corroborated by the findings of the study done in 2012 by Byamugisha in private secondary schools in Kampala district. The study revealed that many private secondary schools especially those founded by individuals and business partners, do not have functional Boards of Governors, that some purport to have them when they are actually not in place, so private schools are usually managed without the input of parents. Although head teachers and school founders are usually parents, their biological children tend to study from other schools, thus Byamugisha (2012)'s study affirms that parental involvement in the management of schools is lacking especially in Kampala district private schools save in the denominational schools. He gave examples of schools like Uganda Martyrs High school Rubaga, and Rubaga Girls Secondary school as having powerful, functional and efficient Boards of Governors with parents being involved. However, Byamugisha (2012) does not tell what is meant by the boards being powerful, functional and efficient, neither did he give the parameters of how he measured them; probably he based on his personal perception.

2.4 Academic Achievement

Academic achievement describes academic outcomes that indicate the extent to which a student has achieved their learning goals. Academic achievement may refer to completing educational benchmarks such as a bachelor's degree. Academic achievement is often measured through examinations or continuous assessments. Academic achievement is the extent to which a student or institution has achieved either short or long term educational goals. Achievement may be measured through students' grade point average, whereas for institutions, achievement may be measured through graduation rates.

Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university. School systems mostly define cognitive goals that either apply across multiple subject areas (e.g., critical thinking) or include the acquisition of knowledge and understanding in a specific intellectual domain (e.g., numeracy, literacy, science, history). Therefore, academic achievement should be considered to be a multifaceted construct that comprises different domains of learning. Because the field of academic achievement is very wide-ranging and covers a broad variety of educational outcomes, the definition of academic achievement depends on the indicators used to measure it. Among the many criteria that indicate academic achievement, there are very general indicators such as procedural and declarative knowledge acquired in an educational system, more curricular-based criteria such as grades or performance on an educational achievement test, and cumulative indicators of academic achievement such as educational degrees and certificates. All criteria have in common that they represent intellectual endeavors and thus, more or less, mirror the intellectual capacity of a person. In developed societies, academic achievement plays an important role in every person's life. Academic achievement as measured by the GPA (grade

point average) or by standardized assessments designed for selection purpose such as the SAT (Scholastic Assessment Test) determines whether a student will have the opportunity to continue his or her education (e.g., to attend a university). Therefore, academic achievement defines whether one can take part in higher education, and based on the educational degrees one attains, influences one's vocational career after education. Besides the relevance for an individual, academic achievement is of utmost importance for the wealth of a nation and its prosperity. The strong association between a society's level of academic achievement and positive socioeconomic development is one reason for conducting international studies on academic achievement, such as PISA (Programme for International Student Assessment), administered by the OECD (Organisation for Economic Co-operation and Development). The results of these studies provide information about different indicators of a nation's academic achievement; such information is used to analyze the strengths and weaknesses of a nation's educational system and to guide educational policy decisions. Given the individual and societal importance of academic achievement, it is not surprising that academic achievement is the research focus of many scientists; for example, in psychology or educational disciplines. This article focuses on the explanation, determination, enhancement, and assessment of academic achievement as investigated by educational psychologists

A number of studies have shown that gender plays a relevant role in predicting academic achievement: girls outperform boys with regard to school grades, whereas boys perform better with regard to standardized achievement tests or college placement exams in scientific or (somewhat in) mathematical competence. Hence, the achievement outcome has to be considered as outlined in Duckworth and Seligman 2006. The meta-analysis in Else-Quest, et al. 2010 provides data from several studies investigating gender differences in mathematics assessed via standardized achievement tests: although the overall effect size was small, the range of effect

sizes was quite heterogeneous, pointing toward the influence of moderator variables on the association between gender and mathematical performance tests. Several reasons for gender differences are discussed in the literature. Meece and Askew 2012 presents an overview of different reasons and additionally addresses important theoretical aspects regarding gender and educational achievement. Due to the fact that individual differences such as motivation and personality are relevant predictors of academic achievement, there is evidence that gender differences in academic achievement can be explained in part by gender differences in these students' characteristics. Steinmayr and Spinath 2008 investigated whether gender differences in the most important predictors of academic achievement such as intelligence, motivation, and personality indeed mediate the association between gender and academic achievement.

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According to UNSECO journal of 2003:9 'challenges of goals of education' school environment should be enabling and conducive for all. It mentions infrastructure such as buildings, compound, seats, water and sanitation as part of school environment that stimulates learning and that such play a vital role in child's education and academic performance. (Chaube et al, 1998) views unsuitable learning materials such as unattractive, school building, poor sitting facilities, unsuitable and inadequate sanitation facilities as factors within a school setting that lowers school academic performance. He says that such factors scare way children.

Effective schools exhibit characters such as leadership, teachers participation in decision making, an orderly but non oppressive atmosphere, high expectation and monitoring students' performance and cooperative learning experience where students work together in groups rather than competing as individuals can improve not only social relations, but also academic performance (Linnely and Seidman, 1989).

Another aspect of school environment is the teacher and his relation with the pupils. (Aggarwal, 1995) states that teachers play a vital role in education. He continues to say that pupils'

academic performance is dependent on the teacher (Farrant, 1993) holds the opinion that people have diverse reasons and concepts on teaching, he views a successive teacher as one who regards teaching as a call. On his part (Ezewu, 2000) sees a good teacher as one who is driven by intrinsic other than extrinsic values. According to Albert Estelline, an effective teacher is who awakens “joy” in creative expression and knowledge in his student. He sees a teacher as a person who makes two ideals grow where only one grew before. Myra and Sadker (1998) quotes Gail .Godwin as one who summarized the role of effective teacher when he stated that, an effective teacher is one who is one fourth prepared and three fourth theatrical. Ralph Waldo Emerson states that an effective teacher is one who makes hard things simple and easy.

Ginolt (1976) says in his work, *Teacher and child*, I have come to a conclusion that I am decisive element in the classroom as a teacher, I possess the tremendous power to make a child’s life miserable or joyous, I can be a tool of torture or an instrument of inspiration. I can humiliate or honor, hurt or heal. In all situations it is my response that decides whether crisis will be escalated or des-escalated and whether a child is humanized or dehumanized. He therefore sees a teacher as an influence to the characters of a pupil through acting as a care giver, role model and serving as an ethical mentor. He concludes by stating that children appreciate and take pleasure in being treated with care and warmth. Their prime source of happiness is being treated in this way. It is from being supported and valued that they learn and enjoy treating people animals and inanimate objects civilized way (Ginolt, 1976). The school environment can therefore boost or lower the morale of a pupil which is a key to learning and performing.

2.6 Influence of Parental support on the Academic Achievement of their children

Based on the various studies carried out in various parts of Uganda especially in primary schools, it has been found that in areas where parents are highly involved in their children's education, such as in paying fees, visiting schools where their children are studying from to interact with the teachers of their children, and supporting their children morally, spiritually and economically, such learners tend to perform better than their counterparts whose parents do not care (Uwezo Uganda, 2011; Uwezo Uganda, 2016). However, these studies were carried out in primary schools where many children are below the age of 13, unlike in secondary schools where many children are teenagers and adolescents.

Research shows how children's literacy improves when their parents are involved in schools, regardless of the parents' level of educational achievement (Marphatia et al., 2010). Promoting higher levels of parental involvement may help to reduce performance differences across socioeconomic groups (Borgonovi and Montt, 2012). Evidence suggests that with support disadvantaged parents can become more engaged with their children's learning and that in turn, this can lead to better outcomes (Axford et al., 2019).

Parents through their different ways of supporting their children have crucial effects on the schooling of their children at different levels of education. To be successful in their higher education and life, adolescents and young adults need trusting, supporting, and caring relationships with their families, especially with their parents. This is the reason why some researchers have suggested that the family support the adolescents can obtain from their parents is an important safe guard throughout their lives, particularly during their transition to ,1 university (Henton,Lamke,Murphy,&Haynes,1980;Hoffman&Weiss,1987;Rice,Cole,&Lapsley 990).In fact, other socialization agents (e.g., communities, peers, and schools) also play a

substantial role in influencing the academic achievement of students at different levels of education.

In many empirical studies researchers have attempted to explain the effects of parenting styles on children different developmental outcomes, in general ,and their schooling, in particular (Baumrind,1967,1973,1989,1991; Baumrind & Black, 1967;Cohen& Rice,1997;Darling &Steinberg, 1993; Dornbusch, et al., 1987; Ingold by, Schvaneveldt, Supple, &Bush, 2004; Lambornetal.,1991). These studies have consistently documented that children and adolescents who are raised in families which practice the authoritative parenting style perform better in school compared to those who are raised in families in which other types of parenting styles (i.e., authoritarian, indulgent, and neglecting parenting styles) are adopted.

Studies conducted in the1990s also demonstrated consistent findings that parenting support strategies have strong effects on the academic achievement of college and/or university students. Strage and Brandt's (1999) study, for instance, revealed that both current and childhood levels of parental autonomy granting, demandingness, and supportiveness (i.e., the characteristics of authoritative parenting) significantly and positively predicted students' academic achievement, as measured by Grade-Point-Average(GPA), and other personal characteristics, such as confidence, persistence, task involvement, and rapport (i.e., relationship)with their teachers. Specifically, the more autonomy, demand, and support (i.e., the characteristic so authoritative parents) parents provided to their college students, the more students were confident, persistent, and successful in their academic achievement.

As Turner, Chandler, and Heffer (2009) suggested, these investigators also noted that parents through their parenting support styles continue to have a significant influence on the academic success of their late adolescents and young adults in colleges/universities. Similarly, Strage

(1998) reported that students who perceived their parents as authoritative and emotionally close to them had clear personal and professional goals, and the feelings that they were in control of their academic lives. In contrast, this researcher demonstrated that students who described their parents as authoritarian had perceived lack of control over their academic lives. Strange concluded that students with authoritative parents had positive academic dispositions. Moreover, Weiss and Schwartz (1996) found that male students who characterized their parents as authoritative had significantly higher academic achievement, as measured by Grade-Point-Average (GPA), compared to their counterparts with authoritarian-directive parents. Fathers strictness and paternal (i.e., fathers) involvement were significantly and positively correlated with academic achievement for White students though they explained small amount of variances in academic achievement.

Banks (1990) points out that school cannot and doesn't completely take over children from the family. Conducive home environment ensures smooth progress of a child. A child from a troubled home will find it hard to cope with classroom learning. The reverse is true. Banks opinion is shared by one John. Hansgate whose letter to Buffalo News (Sept 1998) suggested that the school system cannot make up for the family failure. He saw the total education of the children to be a co-operative effort requiring home solidarity. He says that a pathetic parent who foster permissive home environment creates a problem to everyone. This view is supported by Carnegie in his report Foundation for advancement of teaching. His survey touched on 22,000 public school teacher. 90% said that children who perform lowly in academic are from homes where the environment was not favorable and that who lacked parental and siblings support. 89% attributed low academic performance to children abuse and neglect.

According to Freiberg (1999), most children fail to volunteer at school in answering questions or participating in class discussion due to fear instilled in them right from home. This mostly happen with children arising from homes where the environment is not conducive. Maynard (1967) states that children from poor background where radio, television, magazines, Newspapers and books are rare, find themselves disadvantaged when compared to their counterparts from well to do home environment.

Heiss (1996) states in his research on, *Effects of family on school attitude and performance* that, variations of families have great influence on their children academic performance. From his research it was evident that children whose parents had attained ordinary level of education tended perform better in their academic work than their counterparts whose parent education background was poor. Parents with some higher education background were discovered to have offered equal opportunities to both girls and boys. This was in contrast to parents whose educational background was poor who in most cases emphasized on boy child education against the girl child's.

According to Lareau (1987) the rate of exposure to wider world, leads to children's success in school. He continues to state that home is the first class for a child. He concludes by saying that Children do well in schools because their families provide good preparation in traditional class. Others do poorly because they are not assisted in their education right from home Study habits of students may be relevant to the prediction of grades because it is possible that student's grades may be related to their study habits. That is, students with poor study habits may obtain lower grades than those students with better study habits. The importance of the relationship between grades, instructor ratings and study habits has not been determined [Middleton (1979)].

Study skills and learning approaches include, for example, time management, using information resources, taking class notes, communicating with teachers, preparing for and taking examination, and several other learning strategies. The research shows a significant correlation between such learning behavior and approaches and academic achievement in higher education [Soares, et al. (2009)]. Students who create their own study aids are spending time making them, whereas those who use others' study aids or not. It may also be that the process of creating study aids helps the learner gain more meaningful knowledge through the process of synthesizing disparate pieces of information into new knowledge, as has been shown with note taking. We wondered if students who used study aids made by others rather than making their own might be missing out on the benefits of time-on-task and concept mapping [Sleight and Mavis (2006)].

Estes and Richards (1985) developed a survey of study habits for use with high school and college students. Their study skills index measured three factors for both homework and test situations. Distractibility items assess the degree to which students report being unable to maintain their attention or concentrate on their task. Inquisitiveness items measure how well students try to make sense of the material they are studying- do they look for essential concepts or deeper meaning? Compulsiveness items assess the degree to which students attend to details and try to remember facts.

Recent research has considered student behavior and learning to be important factors in student's academic success and retention. Hattie, et al. (1996) conclude that if we aim to increase student's academic success in higher education institutions, we must focus on interventions directed towards learning strategies, a fact which suggests the need to develop programs of this kind [Soares, et al. (2009)]. The influence of learning strategies on academic achievement, on the other hand, has been much less widely investigated, in spite of its

theoretical importance and prevalence in international reports [Martin, et al. (2008)]. In 1998, JereBrophy demonstrated that increased time spent on learning activities yields increased learning, provided that the teacher was competent and that the learning activities were effectively designed and implemented. Another theory that guided us was concept mapping. Concept mapping is a method in which the learner links new knowledge to a framework of relevant concepts that the learner already knows. Ausubel (1963) maintained that this linking of new with existing knowledge was a key factor in successful learning and that it was the difference between meaningful learning and rote learning [Sleight and Mavis(2006)].

A host of research studies have found a positive relationship between authoritative parents and student achievement (Lamborn *et al.*, 1991; Steinberg *et al.*, 1991). One of the first studies to report this relationship was conducted by Baumrind (1967). Following a longitudinal sample of children from preschool through adolescence, Baumrind found that preschool children of authoritative parents were more mature, independent, prosocial, active, and achievement-oriented than children of non-authoritative parents. On the other hand, preschool children of permissive parents scored lowest on measures of self-reliance, self-control, and competence. To examine whether these findings were stable across time, Baumrind again examined the relationship between parenting styles and school achievement during adolescence. She found that parenting styles and their relationship to school outcomes was consistent with the earlier preschool findings (Baumrind, 1989).

These findings have led researchers to ask why authoritative parents are associated with positive school outcomes. In a review of these findings, Durkin (1995) cites three reasons why authoritative parenting might be related to positive child outcomes. First, he suggests that authoritative parents provide a high level of emotional security that provides their children with a sense of comfort and independence and helps them succeed in school. Second, he suggests

that authoritative parents provide their children with explanations for their actions. Explanations provide children with a sense of awareness and understanding of their parents' values, morals, and goals. The transmission of these goals and values equips these students with the tools needed to perform well in school. Third, he suggests that authoritative parents engage in bidirectional communication with their children. This communication style nurtures skills in interpersonal relations and produces better adjusted and more popular children. These interpersonal skills, he suggests, helps children succeed in school, both socially and academically.

Despite the reasons cited by Durkin (1995), research has shown that the relationship between authoritative parenting and school achievement is not consistent across families from diverse ethnic and socioeconomic backgrounds. Several studies, for example, have found differences for African American, Hispanic, and Asian children. Specifically, Baumrind (1972) found that authoritarian parenting, although eliciting fear and compliance in White children, elicited assertiveness in African American females. Dornbusch *et al.* (1987) found that authoritative parenting was associated with GPA for White families but not for Asian, Black, or Hispanic families. The researchers also found that authoritarian parenting was negatively associated with GPA for Asian and White families but not for Black or Hispanic families. In another study, Steinberg *et al.* (1992) found that authoritative parenting was highly correlated with adolescent GPA and engagement in school with two notable exceptions: (1) for African American adolescents, there was no relationship between authoritative parenting and adolescent achievement and engagement; (2) for Hispanic adolescents, authoritarian parenting was highly related to adolescent engagement, whereas the effect was relatively weak for other subgroups.

Research has suggested that socio-economic status might play a role in the relationship between parenting support to their children and adolescent achievement. For example, Kelly *et al.* (1992)

examined parental disciplinary styles and attitudes in a sample of low-income African American mothers. A total of 42 mothers were interviewed about their parenting disciplinary styles, the goals they hold for their children, the fears they have about crime in their neighborhood, and the fears they have about their child exhibiting antisocial behavior. The researchers found that parental education and number of parents in the home were related to parental disciplinary practices. Specifically, younger, less educated mothers, who were raising their child alone, were more likely to emphasize obedience (i.e., authoritarian) than parents who were older, educated, and raising their child in a two-parent family. These results suggest that socioeconomic factors play a role in parental disciplinary styles.

Research has shown that parenting practices can impact on Children's temperament, behavioral adjustment, and finally the children's outcomes. Carey and Levine (1992) define behavioral adjustment as child's relations with people; performance of tasks' self-relations (whether a child is self-assured or troubled with problems in self-esteem, self-care, and self-regulation); general contentment (a sense of well-being or disturbed feelings-anxiety, depression; thinking-phobias, obsessions; or physiological dysfunction –sleep disorder); and adaptation or coping style such as handling life's problems.

As cited in Odama and Ezati (2010), Researchers have evidence for positive effects of parental involvement on children's learning (Eccles & Harold (1993); Illinois State Board of Education 1993). Further, Henderson & Berla (1994) found that the most accurate predictor of a students' achievement in school is not income or social status but the extent to which that students' family is able to become involved in their children's education at school and in the community (p. 160). According to Xiato F. et al (2001), the idea that parental involvement has positive influence on students' academic achievement is so intuitively appealing that society in general and educators in particular, have considered parental involvement as an important ingredient for

remedy of many problems in education. Maria C. et al (2015) found small to moderate and practically meaningful relationship between parental involvement and academic achievement. According to Annie M. P. et al. (2012), a new study shows that parental involvement matters more for performance than schools, but does not mean only going to PTA meetings. Parental involvement according to Annie (2012); Maria (2015) includes: general supervision of children's learning activities; meeting with teachers; developing and maintaining communication with the children about school activities and helping the children develop reading habits; checking homework; attending school meetings and events; discussing school activities at home. Parental involvements in the said activities have more powerful influence on students' academic performance than anything about the school the students attend. Effort put forth by parents for meeting with teachers has bigger impact on their children's educational achievement than the effort expended by their teachers or the students themselves. Epstein (2001); Keyes (2002); Sheldom (2002); Dearing et al (2006); Driessen et al (2005); Hoover-Dempsey et al (2005); Nettles et al (2008); Waanders et al (2007); Alma Harris and Dr Janet Goodall (2007) Fagan and Iglesias (1999) discovered that when traditional parental involvement activities were adapted it increased, children's learning, students reported increased effort, concentration, attention, interest in and responsibility for learning and higher perceived competence and scores. Alma Harris and Dr Janet Goodall (2007) found out that Parents play a vital role in the development and education of their children and in the success of schools. Fagan and Iglesias (1999) discovered that when traditional parental involvement activities were adapted for fathers of preschool-age children in Head Start, overall involvement increased, and their children's mathematics readiness scores improved. According to Campel (1992) as cited by Kaahwa (2012), parents played a crucial role in their daughters' Mathematics and Science education. He said that, when things were not going well at school, learners needed to be

assured of the sanctuary at home. Gonzalez-DeHass et al, (2005) found out that when parents were involved in students' learning, students reported increased effort, concentration, attention, interest in and responsibility for learning and higher perceived competence. Parental encouragement and promise was linked to students' intrinsic motivation while over controlling monitoring of homework and use of extrinsic rewards were linked to extrinsic motivation. In addition, the students were found to have adopted a mastery goal orientation to learning, which meant that they were more likely to seek challenging tasks, persist with academic challenges and experience satisfaction in their school work. De-Hass et al, (2005) found out that school-based parental participation boosted students' perceived control and competence, offered a sense of security and connectedness, and helped students to internalize educational values. Grolnick and Slowiaczek, (1994) as quoted by Nancy et al (2004) and later by Nyamusana(2010) found that parental involvement in the management of students' discipline leads to good academic performance. Nancy and Lorrain (2004) as cited by Nyamusana (2010) said that the activities of parental involvement were associated with reciprocal benefits for schools, parents and students, and ultimately, good academic performances. Therefore, there is all research evidence that parental contributions to their children's education through their involvements in various activities both at home and at school related to their children's education has relation with the children's academic achievement. This will later influence their performances in public examinations and SPI. For instance, Epstein (2001); Keyes (2002); Sheldon (2002); Dearing et al (2006); Driessen et al (2005); Hoover-Dempsey et al (2005); Nettles et al (2008); Waanders et al (2007); Alma Harris and Dr Janet Good all (2007) Fagan and Iglesias (1999) discovered that there was a significant relationship between overall parental involvement and students' academic achievement. Further researches suggest that parental participation in children's learning is positively related to students' intellectual development.

Jeynes (2005) found a significant relationship between overall parental involvement and students' academic achievement. Parental expectation for children's educational achievement was the strongest factor relationship with students' academic achievement (Fan and Chen, (2001). None of these studies were however carried out in Nakaseke district. This prompted the current study.

Findings from the OECD's Programme for International Student Assessment (PISA) confirm that parental involvement in education is pivotal for the success of children throughout their learning pathways. By showing their children how to plan, monitor, and be aware of the learning process, involved parents help them develop the language and other skills needed for learning. Moreover, teachers may pay more attention to students if they know that their parents are more involved (OECD, 2012: 13).

Though this body of literature is relevant, none talks of Nakaseke district, a rural area. This partly prompted the current study.

CHAPTER THREE

METHODOLOGY

3:0. Introduction

This chapter explains the methods that I used to select the geographical areas from which research was carried out and the methods of selection of respondents. It also explains the methods used to collect process and analyze data.

3:1. Research design

This study employed a cross-sectional survey design, using the quantitative and qualitative approaches. It was a survey design because the study involved a large sample of respondents (150) students of Advanced Level (S.5 and S.6). It was cross-sectional since the data was collected once at a time.

3:2. Study population

The study was conducted in the secondary schools in Nakaseke district. To get the required data, the study involved secondary school students in the district from classes S.5 up to S.6. Therefore, the target population was 976 Advanced level students from 24 secondary schools found in the district.

3.3 Sample size

A sample of 172 students was chosen from eight secondary schools as shown in tables 3.3 (i) and 3.3 (ii).

Table 3 1: showing the selection of secondary schools which participated in the study

n	Sub County	No. of secondary schools	Sample of schools
	Kapeeka	4	2
	Kasangombe	3	1
	Nakaseke	3	1
	Ngoma	4	1
	Semuto	3	1
	Wakyato	4	1
	Kikamulo	3	1
Total	SEVEN sub counties	24	8

Source: Nakaseke district Education department, 2023.

Table 3 2: showing the selection of respondents) in secondary schools, Nakaseke district

n	Sub County	Sampled schools	No. of A-Level students	Sampled students
	Kapeeka	2	118	
	Kasangombe	1	40	
	Nakaseke	1	38	
	Ngoma	1	58	
	Semuto	1	50	
	Wakyato	1	36	
	Kikamulo	1	40	
Total	Seven sub counties	8	380	172

Source: Nakaseke district Education department, 2023

3.4. Data collection procedure

Before carrying out the research, I got an introductory letter from the College of Education, Open Distance and E-Learning which I took to the schools under study. Then, I sought permission from individual schools in the district to access information from the respondents (students of A-Level).

3:5. Methods of data collection

Instruments such as questionnaires and interview were used. Questionnaires were used since all the respondents are literate. Oral interviews were used to supplement quantitative data. Five teachers and ten students were subjected to oral interviews.

3:5:1. Sources of data

This study used both primary and secondary data. The primary data was collected using questionnaires and interview guides. Students of A-Level were given questionnaires to fill, and ten of them as well as five teachers were asked oral questions. Secondary data especially the UNEB results of the schools was got through document analysis in the form of UNEB reports.

3:6. Data processing and Analysis

Qualitative data involved three sets of activities which included editing, coding and frequency tabulations. Editing will be done by looking through each of the field responses from questionnaires and interview guides ascertaining that every applicable question has an answer and all the errors are eliminated for the completeness, accuracy and uniformity.

I then proceeded on to coding the various responses given to particular questions that lack coding frames, and then established how many times each alternative response category gave an answer using tally, marks which were later summed up.

The data was analyzed as follows.

The arithmetic mean was used to find out the level of parental support; the percentage distribution was used to assess the academic progress of A-Level students in Nakaseke district. The Pearson correlation coefficient was used to measure the statistical influence of the independent variable (IV) on the dependent variable (DV). However, since the study was both qualitative and quantitative, oral informants' views were also sought on the issue, whether the majority of the respondents perceive parental support to influence students' academic achievement significantly or not. This was done because at times quantitative data disagrees with qualitative data (Amin, 2005).

Table 3 3: The mean ranges that were used to establish the level of parental support were the following.

Mean range Mode	Response	Interpretation
3.26-4.00	strongly Agree	very High
2.51-3.25	Agree	High
1.76-2.50	Disagree	Low
1.00-1.75	Strongly Disagree	Very Low

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.0 Introduction

This chapter presents the bio data of the respondents of the study, as well as the findings on each of the objectives of the study. The response rate is also presented since not all those who were given questionnaires did return them.

4.1. Response Rate

The study targeted a sample population of 172 respondents who were the students of S.6 in eight secondary Schools in Nakaseke district drawn from different sub counties. The research achieved a response rate of 87.21%. In other words, out of the 172 questionnaires distributed, 150 questionnaires were returned. Therefore with this response rate, there is high confidence that the responses received on the study are reliable. Mugenda (1999) as well as Saunders (2007) suggest that a response rate of 50% is adequate when quantitative data is manually collected. Table 4.1 below presents a breakdown of the response rate of the respondents by their categorization.

Table 4 1: Response Rate

Respondents Category	Sample Size	Actual returned	Percentage
All respondents	172	150	87.21

Source: Primary Data, 2021

Table 4.1 above presents the response rate of the responses to which the research instruments were administered. The findings presented show that out of 172 respondents targeted and given questionnaires, 150 filled and returned them. The remaining 22 respondents did not return them.

4.2. Respondents

4.2. Demographic traits of respondents (A-level Students)

This was based on the gender of respondents, gender, age, education and marital status. This was intended to attain a detailed understanding of the respondent's key characteristics influences the result of the study. The general information has an implication on the study variables. The different demographic characteristics are analyzed and presented in table 4.2.

Table 4 2:Demographic Characteristics of the Respondents (n=150)

Categories	Response	Frequency	Percentages
Gender	Male	84	56
	Female	66	44
	Total	150	100
	17-18 years	110	73.33
	19 years and above	40	26.67

Source: Primary Data, 2023

Table 4.2.Presents the findings on the demographic characteristics of respondents. The respondents were students of S.5 and S.6. Regarding the gender of respondents, majority of the respondents were male who constituted 56% of the total respondents while the female were 44%.The findings imply that the respondents were both male and female, the schools are dominated by male students.

The Table further presents the results/ findings on the age of the respondents, the majority of respondents 73.33% were aged between 17-18 years, while 26.67% of respondents were aged 19 years and above

4.3 Results as per the Research Objectives

The findings on each research objective are presented below

4.4 The level of parental support to their children studying in Advanced Level secondary schools in Nakaseke district of Uganda

On this research objective, the finding was that parental support to their children was generally low (grand mean of 2.45) as shown in table 4.4.

Table 4 .3: showing summary of parental support to their children studying in Advanced Level secondary schools in Nakaseke district of Uganda

Item	Mean	Interpretation
1. Home-based Support		
Guiding children ethically	2.69	High level of parental support
Supporting children economically	2.17	Low level of parental support
Supporting children academically	2.31	Low level of parental support
Average mean	2.39	Low level of parental support
2. School-based support		
Collaborating with teachers and head teachers	2.62	High level of parental support
Grand mean	2.45	Low level of parental support

Source: Primary datae, 2023.

Table 4.3 shows that parental support to their children in Nakaseke district was generally low (grand mean, 2.45). in this study, parental support was divided into two namely, home based support and school based support. In both, parental support was low. Although parents highly guide their children morally (mean 2.69), they do not adequately support them economically and academically (mean 2.17 and 2.31 respectively. It was in school-based support where they do well (mean 2.62). The meaning of all this is that generally, parents in Nakaseke district seemingly think that the responsibility of educating their children is mainly on the teachers, school administrators and the government. It is also an indicator that some parents are not serious when it comes to the schooling of their children.

I present the detailed responses from the questionnaire on the level of parental support as shown in table 4.4.

Table 4. 4: Detailed Responses on the level of Home-based Support parental (Guiding children ethically) the children studying in Advanced Level secondary schools in Nakaseke district of Uganda

Statement	Strongly Disagree		Disagree		Agree		Strongly Agree		Mean	
	F	%	F	%	F	%	F	%		
Home-based Support										
Guiding children ethically										
My parents/guardians										
Usually tell me the dangers of dropping out of school	22	14.67	27	18	65	43.3	36	24	2.73	
Advise me to concentrate on studies	12	8	10	6.67	81	54	47	31	3.08	
Advise me to avoid bad peer groups	60	40	52	34.7	30	20	08	5.3	1.86	
Advise me to avoid sex before marriage	28	18.7	40	26.7	52	34.7	30	20	2.60	
Talk to me about dangers of getting pregnant/impregnating girls	28	18.7	24	16	70	46.7	38	25.3	3.31	
Tell me the benefits of studying hard	20	13.3	48	32	52	34.7	30	20	2.62	
Advise me to avoid narcotic drugs	28	18.7	32	21.3	60	40	30	20	2.88	
Advise me to come back home before 7.00pm	50	33.3	55	36.7	30	20	15	10	2.41	
Advise me to be religious/to follow my religious	35	23.3	40	26.7	52	34.7	23	15.3	2.72	
Average		18.89		24.31		36.46		18.99	2.69	

Source: Primary source, 2023.

Table 4.4 shows that the home-based support of parents to their children in the area of ethical guidance was done highly (mean 2.69). Actually, the majority (36.46%) agreed, followed by 24.31% of the respondents who disagreed that home-based support in terms of guiding children ethically was done. Only 18.89% and 18.99% strongly disagreed and strongly agreed, respectively. 43% for example agreed that their parents tell them the dangers of dropping out of school which shows that the parents want their children to study and finish secondary school level. Twenty percent strongly agreed that their parents tell them to avoid sex before marriage while 40% agreed that their parents tell them to avoid narcotic drugs. The implication of this is that parents want their children to grow up as responsible people and not to be wasted by drugs. The oral informants supported this when for example one student said, *“My parent is a single mother and she is tough on us. She tells us point blank to say NO to all the men who demand sex from us and that we have to say so while tough-looking at these men straight in face. She also tells us to avoid bad groups so that we study and finish...indeed, I cannot betray my mother. She toils a lot for me, I must study, become a lawyer so that she can become pleased”* This revelation shows that by guiding children and telling them what they should do and avoid, some children listen and appreciate.

Contrarily to that student, another male student of S.6 in one private school said, *“As long as my father gives me money for school fees that is all. I have never heard him talking to me about life issues, such as sex, alcohol or even the importance of studying”* This shows that some parents think that the school has to do all the work for them, that their work as parents is just to pay school fees.

On the issue of parental support in the aspect of supporting children economically, the findings are presented in table 4.5.

Table 4.5: Detailed Responses on the level of Home-based Support (supporting children economically) the children studying in Advanced Level secondary schools in Nakaseke district of Uganda

Supporting children economically	Strongly Disagree		Disagree		Agree		Strongly Agree		Mean	
	N	%	n	%	n	%	n	%		
My parents/guardians:										
Pay my fees/tuition in time	38	25.3	50	40	30	20	22	14.7	1.82	
Provide medical care to me	50	33.3	65	43.3	30	20	05	3.3	1.85	
Put in place for me an income generating prefect	68	45.3	46	30	30	20	07	4.67	1.73	
Give me pocket money	18	12	42	28	55	36.7	35	23.3	2.58	
Give me money to buy luxuries	20	13.3	30	20	58	38.7	42	28	2.50	
Give me money for leisure activities	25	16.7	25	16.7	60	40	40	26.07	2.53	
Average		24.32		29.67		29.23		16.67	2.17	

Source: Primary source, 2023.

Parental economic support to their children was low (mean, 2.17). Actually, the majority of the respondents (29.67%) disagreed with the statement that the parents sufficiently support their children economically. On the issue of paying tuition in time for example, 25% strongly disagreed that it is paid in time which means that many students do not pay fees in time while others pay it in installments. On this, one student of S.6 said, *“In this area of Kasangombe,*

many of our parents are not rich therefore they usually find challenges in paying school dues. Though the school administrators are not so bad people and they allow us to pay in installments, some parents fail to fulfill that and because of this, we are usually sent back home for fees especially after the fifth week of the beginning of the term”This revelation implies that parents’ failure to pay tuition in time is mainly because of being financially challenged.

Regarding medical care provision by parents, 43% of the students disagreed which means that many parents do not provide it to children. This was supported by the revelations of oral informants where one female student for example said, *“In Nakaseke district, we have a lot of herbal medicine since the district is generally like a virgin land. In these bushes there are lots of medicinal plants which many of us use to prevent disease or to treat them. Herbs like Omululuuza, ekigagi, endagi, ebbomboand akasambandegge are so good in preventing and curing malaria. Many of us use such herbs and they really help us*”This shows that Ugandans have realized that it is not only Western medicine which works, even our Traditional African medicine is good and by using it we can save money, therefore, medical care should not only be counted in terms of the Western medicine we use but also on the Local African medicine.

Regarding parental home-based support in the area of academic support, the details are presented in table 4.6.

Table 4.6: Detailed Responses on the level of Academic Home-based Support to the children studying in Advanced Level secondary schools in Nakaseke district of Uganda

Supporting children academically	Strongly Disagree		Disagree		Agree		Strongly Agree		Mean	
	F	%	F	%	F	%	F	%		
My parents/guardians: Brought me here and registered me to study	38	25.3	52	34.7	40	26.7	20	13.3	2.31	
Buy me text books and pamphlets	16	10.7	60	40	32	21.3	42	28	2.64	
Hire resourceful persons to coach me	62	41.3	32	21.3	11	7.3	45	30	2.80	
Do homework with me	50	33.3	65	43.3	30	20	05	3.3	1.85	
Give me money for seminars	18	12	65	43.3	22	14.7	45	30	2.71	
Check my books regularly	13	8.7	64	42.7	30	20	43	28.7	2.68	
Buy me uniforms	30	20	50	33.3	38	25.3	32	21.3	2.68	
Asked me to look for a school and be registered	31	20.7	29	19.3	57	38	33	22	2.72	
Provide me with means of transport to and from school	20	13.3	65	43.3	22	14.7	35	23.3	2.88	
Allow me to hold academic discussions with colleagues	28	18.7	65	43.3	35	23.3	22	14.7	2.56	
Average		20.4		36.45		16.46		21.46	2.31	

Source: Primary source, 2023.

Table 4.7 shows that the parents of Nakaseke district do not adequately support their children academically. Averagely, the majority of parents as reported by 36.45% of the respondents do not adequately support their children academically. Forty one percent of the students for instance strongly disagreed that their parents hire resourceful persons to coach them, 33% strongly disagreed that they do homework with their parents. On this, one student said, *“I am doing PCM and I am in S.6. My parents are not educated and they want me to become an engineer. I cannot do homework with them because they don’t know and besides, they see me as a mature person who can do things on my own”* This shows that as children grow, parents change their attitude toward them and start seeing them as mature people who can guide themselves. It also shows that many parents wish their children to study prestigious courses which can enable them to become rich quickly to become saviours of their poor families.

On the issue of academic discussions, students especially the girls said that they want all such discussions with colleagues to be at school, not at home. One female student said, *“My father does not want me to bring friends especially male friends at home; he becomes suspicious on seeing them. He wants discussions with colleagues to be at school not at home”*

Regarding parental school-based support in the area of Collaboration with teachers and head teachers, the details are presented in table 4.7.

Table 4.7: showing parental school-based support in the area of Collaboration with teachers and head teachers

School-based Support	SD		Disagree		Agree		Strongly agree		Mean
	F	%	F	%	F	%	F	%	
Collaboration with teachers and head teachers									
My parents/guardians									
Pay regular visits at school	32	21.3	41	27.3	60	40	17	11.3	1.77
Ask teachers my strengths and loop holes/ weaknesses	40	26.7	30	20	62	41.3	18	12	2.78
Attend parents' meetings at school	25	16.7	25	16.7	60	40	40	26.07	2.96
Attend sports activities at school	30	20	52	34.7	38	25.3	30	20	2.46
Seek advice from teachers on how I can perform better	32	21.3	41	27.3	60	40	17	11.3	2.77
Participate in fundraising for school projects	28	18.7	65	43.3	35	23.3	22	14.7	2.86
Average		20.78		28.22		34.98		15.9	2.62

Source: Primary source, 2023.

Table 4.7 shows that parents highly collaborate with teachers (grand mean, 2.62). The majority of them (34.98%) agreed that the parents collaborate with teachers. Surprisingly, a relatively large number disagreed (28.22%) and 20.78% strongly disagreed. This means that although the majority of parents do collaborate with teachers, there are others who do not collaborate with them. Some parents collaborate with teachers and head teachers by for example asking them about the strengths and weaknesses of the students, attending parents' meetings at school, seeking advice from teachers on how their children can do better. Nevertheless, the oral informants said that this collaboration is high because of the policies put in place by the schools. One student in a government aided secondary school said, *“Although this is a government aided secondary school, it is very serious academically. The school has two visitation days every term and every child's parent or guardian must attend or else a student is sent back home the following day to come back to school with the parent. Because of this, parents attend these school meetings in which parents interact with teachers and school administrators”* This revelation shows that sometimes people need to be coerced in order for them to become serious on an issue.

4.9 The state of Advanced-Level students' academic achievement in Advanced Level secondary schools in Nakaseke district of Uganda

The performance of students was measured by using the UNEB results of 2020, 2021 and 2022 in eight secondary schools out of the 24 secondary schools found in Nakaseke district of Uganda. The results were interpreted using measurements shown in table 4.8.

Table 4 8: showing the interpretation of students’ performance in this study.

score	Interpretation
A-B	Very good performance
C-D	Good performance
E-O	Poor performance
F	Very poor performance

The summary of the Advanced-Level students’ academic achievement in secondary schools in Nakaseke district of Uganda in table 4.10.

Table 4.10e

Table 4 9: Percentag summary of Advanced-Level students’ academic achievement in secondary schools in Nakaseke district of Uganda

Grade	2020		2021		2022	
	N	%	N	%	N	%
A-B	12	6.32	14	7	10	4.31
C-D	104	54.74	84	42	98	42.24
E-O	60	31.58	84	42	102	43.97
F	14	7.37	18	9	22	9.48
Total	190	100	200	100	232	100

Source: UNEB Results, 2020, 2021 and 2022.

Table 4.9 shows the S.6 results the national examinations of A-Level secondary schools in Nakaseke district in the eight schools under study. In the year 2000, those who sat were 190; in 2001 they were 200 yet those who did in 2022 were 232. Based on the researcher’s

interpretation that the two grades C and D symbolized good performance (since they are Principal Passes), the impression created by table 4.10 is that the students' performance in A-level is good. For example, in the year 2020, the majority of the students (54.74%) scored Grade C and D; 6.32% performed very well having passed in Grade B and A. However, those who performed very poorly by failing to raise even a point were more than those who passed very well (7.37%). This shows that in all schools found in rural areas, there are few bright students, the majority are average performers and there are also those who are not serious at all. Actually, this trend is seen in all the three years. For instance, in 2021, 7% of the candidates scored grades ranging from A to B and in the same year those who failed CRE totally were 9% of the candidates.

In the year 2022, the situation was not so different from the previous years as 4.31% of the candidates scores very good grades A and B, yet 9.48% of the candidates did not score any point.

During oral interviews with the teachers of A-level, it was revealed that many students who score Grade O do so because of failing to balance the papers. One teacher said, *“Some subjects like Geography, Luganda, Islam and CRE have three papers which a candidate must do but UNEB’s grading is funny; it has a policy that once a student scores 9 (less than 35%) in any of the three papers, even if he/she scores Distinctions in the rest of the two papers, he/she ends up getting Grade O. It is a very unfair policy... They would have made average marks of the three papers but they don’t do it as if their intention is to see many students failing”*. This reveals the loopholes in Uganda’s education system and it is wondered why the government does not take steps to address them.

Another teacher said, *“I am a teacher of CRE/Divinity. This subject has three papers namely the Old Testament, The New Testament, as well as CRE Paper 4 (Christian Approaches to Social*

and Ethical Issues). This paper looks a simple paper but it is the one which students mainly fail because they usually answer the questions as if they are answering questions of General Paper (G.P). This is a paper of Christianity, a candidate I supposed to put that in mind and display that element in answering questions requiring him/her to give solutions or a Stand..For instance, if a question is set as, “ Prostitution should be legalized in Uganda” on that question, the student must be one-sided by first giving the stand point that NO, it should not be legalized and then give the biblical references condemning it, as well as other problems which result from it...we tell students but they don't hear. And to make matters worse, some teachers do not understand this” This implies that sometimes teachers mislead students when it comes to question approach and hence causes them to fail the national examinations.

In interacting with teachers, many of them said that one of the best done subjects at A-LEVEL is Luganda. One female teacher of Luganda said, “This being a rural area, we have many students doing Luganda at A-Level yet those doing Literature in English are very few. Luganda has three papers and in these papers what is involved in paper 1 is composition writing on a given topic, summary, comprehension. For paper 2, there is grammar, idioms and metaphors (*ebisoko*), culture (*ebyobuwangwa*) and the contributors to the development of Luganda language. Paper three consists of Novels (*engero enjiiye*), plays (*emizannyo*) and poetry (*ebitontome*). Since in this area almost everybody speaks Luganda, students find this subject simple and it has enabled many students to join the universities” This revelation reveals that when children study things they are familiar with, they can easily grasp them, hence academic achievement in such areas becomes high.

4.10 Influence of parental support on the academic achievement of children in Advanced Level secondary schools in Nakaseke district of Uganda

On this research objective, the finding was that there is no statistical significant influence of parental support on the academic achievement of children in Advanced Level secondary schools in Nakaseke district of Uganda, as shown in figure 4.10.

Table 4 10: showing the statistical influence of parental support on the academic achievement of children in Advanced Level secondary schools in Nakaseke district of Uganda

Correlations			
		Parental support	Children's academic achievement
Parental support	Pearson Correlation	1	.143**
	Sig. (2-tailed)		.061
	N	150	150
Children's academic achievement	Pearson Correlation	.143**	1
	Sig. (2-tailed)	.061	
	N	150	150
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 4.10 shows that there is no significant statistical influence of parental support on the academic achievement of children in Advanced Level secondary schools in Nakaseke district of Uganda given the sig value of 0.061 which is greater than 0.05 which is usually used in social sciences to determine the level of significance. In other words, although parental support to their children is important, it does little in causing students of A-level to perform academically either well or poorly. It is other factors which mainly determine that, not parental support.

These results were supported by qualitative data whereby many students attributed the academic progress of A-level students to the type of teachers teaching them. Several students mentioned the issue of teachers who are UNEB examiners that they contribute a lot to the passing of the students at A-Level. They said, *“Even if a teacher has a Masters Degree in a subject yet he/she is not a UNEB examiner, he/she can hardly cause students to pass the national examinations highly. UNEB has many things it bases on to award marks and many times teachers don’t know these things. In History for example, a few marks are awarded for the raised points yet the majority of marks are awarded for Synthetic Handling (SH)-clear explanations, giving typical relevant examples and sometimes quoting the words of those people mentioned in the question eg Napoleon Bonaparte’s statements he used to say.. Parents do not know these things; it is the good teachers who know these”* This implies that the good academic progress of students requires a collective effort; it is not only on the side of parents.

Many teachers and students who were interviewed said that although parents pay the fees and buy scholastic materials like exercise books and pens, the students usually do the rest by for example forming discussion groups, asking school management to get them resourceful persons to talk to them, asking school management and teachers to get them question papers of the tests given in powerful schools like St. Mary’s College Kitende, St. Mary’s College Kisubi, Namiryango College etc in addition to the type of teachers who teach them. The perception is that these powerful schools have setters of UNEB questions and many of them are UNEB Examiners therefore, it is thought, that what they set in the tests can come in the UNEB examinations. They however reported that such schools hardly release to the public the examination questions they set for their children.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATION

5.0 Introduction

This chapter presents the elaborate discussion of the findings of the study, presents the conclusions, as well as the recommendations.

5.1 Discussion

5.1.1 The level of parental support to their children studying in Advanced Level secondary schools in Nakaseke district of Uganda

It was found out to be low. Though they want their children to study, their support to the children's studying is minimal. This, according to qualitative data, was due to a number of factors, such as poverty, the illiteracy and semi-illiteracy of parents since Nakaseke is a rural district which was too much hit by the 1981-1986 war. Other causes are parents' low level of education, womanizing and drunkenness of some parents. All this is in line with Kayindu (2018)'s assertion that the socio-economic status of parents does a lot in influencing the lives of children. A man who is a drunkard or who has several women yet he is financially incapacitated, can hardly be able to properly cater for his family. Kayindu (2017) goes further to claim that some parents especially in rural areas of Buganda region think so much in terms of witchcraft and sorcery. This causes many of them to waste money on such things and in the end fail to cater for their children. There are also others who claim that their children are possessed by family spirits which do not want them to study; it is therefore common to find such parents letting their children drop out of school to start serving family spirits, locally known as Lubaale. Surprisingly, many people know that this is existing but they fear to openly talk about it.

Indeed, men in rural areas like over-womanizing which causes high population growth, with parents producing children they cannot cater for. A father with many women and children is less likely to support his children than his counterpart with one wife and few children. This reflects the assertion of different scholars. For example, Hill and Taylor (2004) state that parental school involvement reflects activities, such as volunteering in the classroom, communicating with the teacher, participating in academic-related activities in schools, communicating the positive value of education, and participating in the parent-teacher relationship are all included in parental school involvement, and each is positively related to children's academic success. Moreover, Hill and Taylor (2004) demonstrate several factors influencing parental school involvement, including demographic characteristics, such as socioeconomic status, ethnicity, and cultural background, and other parental characteristics are systematically associated with parental school involvement. They conclude that parents from higher socioeconomic backgrounds are more likely than those from lower socioeconomic backgrounds to be involved in schooling.

The findings of the current study are not different from the findings of a study which was done in 2008 by the Action Aid, the Institute of Education, University of London (IoE) and partners in Burundi, Malawi, Senegal and Uganda, seeking to explore the role of parents and teachers in improving children's learning. The Improving Learning Outcomes in Primary Schools (ILOPS) Project was supported by the Quality Education in Developing Countries Initiative of the William and Flora Hewlett Foundation in partnership with the Bill & Melinda Gates Foundation. The Project brought together key stakeholders – parents, teachers, teachers' unions, education coalitions, research institutes and Ministry officials. The overall cross-national findings show that only a small minority of parents actively participate in schools. In these schools, parents may visit as frequently as nine times a year and on their own initiative. In some

cases, the purpose of these visits can go beyond financial contributions and discipline issues to observing teaching strategies and tracking students' progress. Some parents are also active in school governance matters, recognizing the challenges faced by teachers. In Senegal, researchers note that active parental engagement is more prominent in higher performing schools. They also observe that these parents make particular efforts to reduce domestic chores for children at home and, where possible, take on tutors to support learning. The research teams found that parents are typically unaware or confused about their roles and responsibilities related to their children's education. This is partly due to the ambiguity of the local and national education policies related to parental engagement and a lack of clear focus in official programmes designed to enhance the roles of parents and other stakeholders. The findings show that, although there is a history of capacity-building efforts in support of greater parental and community involvement in education, most have focused narrowly on sensitizing parents to the importance of education, especially of girls, or on encouraging parents to contribute either in-kind or financially to schools. The teams found few initiatives aimed at building parents' awareness of their role in improving learning and teaching strategies. As such, parental engagement in schools has not been sustained over time nor has it led to a marked improvement in children's learning. Even in instances where policies have created a larger role for parents with respect to school matters (e.g. in Uganda), parents rarely feel confident in their own abilities to fulfill these requirements. This is particularly acute where parents are not literate themselves –either because they never went to school or they dropped out early (Akanksha-Marphatia, Edge, Elise-Legault and Arche, 2010).

This reveals that in Africa south of the Sahara, people do things almost in the same way.

5.2 The state of children's academic achievement at Advanced Level in secondary schools of Nakaseke district

The academic achievement was found out to be good especially in Art subjects like Luganda, Christian Religious Education, Islamic Religious Education and History. Science subjects were a menace as many students fail them and because of this, the students offering sciences at A-Level are very few. The good performance in Art subjects was attributed to the availability of many pamphlets written by experienced teachers, as well as the subjects being interesting hence easy to grasp as compared to science subjects whereby many things are in abstract. Many researchers claim that Student characteristics have frequently been found to be among the most important predictors of academic achievement. Among these are not only cognitive (i.e., intelligence) but also non-cognitive constructs such as motivational or personality variables. Because of the large number of studies investigating the influence of student characteristics, meta-analyses are particularly helpful for gaining insight into this complex topic. A comprehensive overview of relevant student characteristics predicting academic achievement can be found in Hattie and Anderman 2013. Hattie 2009 analyzed over 800 meta-analyses investigating, inter alia, correlations between academic achievement and many different student characteristics. Richardson, et al. 2012 is a comprehensive meta-analysis investigating the associations between the psychological correlates of university students and academic performance. Just a few studies have investigated the combined influence of different student characteristics on academic achievement outcomes. Marsh, et al. 2006 focused on self-concept and personality; Spinath, et al. 2006 focused on different motivational variables and intelligence; and Steinmayr, et al. 2011 investigated achievement goals, personality, and intelligence.

Some students do not pass well yet others pass well because their intelligence differs.. The association between intelligence and academic achievement is explained by the fact that a

fundamental characteristic of intelligence is the ability to learn. Intelligence is considered to be the most important predictor of academic achievement. Kuncel, et al. 2004 demonstrated the relevance of general intelligence in explaining educational or career success. When using intelligence as a predictor of school performance, one has to take into consideration the specific criterion of academic achievement: among others, the longitudinal study (five-year interval) in Deary, et al. 2007 provided data that showed that the correlations between intelligence and standardized achievement test scores were higher than between intelligence and school grades. Jensen 1980 summarized additional important empirical as well as theoretical aspects with regard to the association between intelligence and academic achievement. Inter alia, the author referred to important moderator variables regarding the correlations between intelligence and academic achievement such as the time point of examination (early or later in school) or the specific intelligence test investigated. Not only general intelligence but also specific aspects of intelligence were found to be important for predicting academic achievement. Brunner 2008 analyzed two different structural models of intelligence and summarized that, besides general cognitive ability, domain-specific abilities are relevant for predicting subject-specific grades

5.2.1 The influence of parental support on the academic achievement of children in Advanced Level secondary schools in Nakaseke district of Uganda

The study found out that there is no statistical significant influence of parental support on the academic achievement of their children. This implies that other factors can be determining. This is in relation to the claims of many authors who say that the gender of a child plays a role in children's access and continuous school attendance (Hunt, 2008; Shahidul & Karim, 2015). Moreover, the age of a child has been found to be a significant predictor of children's schooling (Admassu, 2011; Huisman & Smits, 2015; Sibanda, 2004). Additionally, children who have been in preschool are more likely to enroll in primary school and are less likely to drop out of

school (Bakken, Brown & Downing, 2017; Bietenbeck, Ericsson & Wamalwa, 2017; Candia et al., 2018; Martinez et al., 2012). Furthermore, children with disabilities are less likely to start school, have lower rates of staying and being promoted in school, and are more likely to dropout (Moyi, 2017, 2012; Sibanda, 2004; WHO, 2011). Although these studies were on nursery and primary schools yet the current study was on secondary schools, the findings do not differ much.

However, some studies contradict the findings of this study. An educated household head is influential in increasing the chances of a child enrolling in school and reducing the risk of dropping out (Admassu, 2011; Huisman & Smits, 2015; Hunt, 2008; Moyi, 2012; Sibanda, 2004). Further, some scholars (Emerson and Souza, 2007; Kamanda, Madise & Schnepf, 2016; Kazeem, Jensen, & Stokes, 2010) posit that children with mothers who completed at least primary school level education were more likely to attend school and the probability even increased for children whose mother had at least a secondary education compared to those whose mother had no education. Additionally, a mother's education level impacts female children more than male children (Burke and Beegle, 2004; Huisman & Smits, 2015; Sackey, 2007). For instance, in a longitudinal study conducted in Ghana, Sackey (2007) found that the mother's level of education was less related to boys' education over time compared to girls' education.

Children growing up in households without their biological parents are more likely to drop out of school or never enroll in school compared to households in which biological parents are present (Huisman & Smits, 2015). On the other hand, some research suggests that children living in female-headed households are more likely to enroll and stay in school compared to those living in male-headed households (DeRose, Garcia, Salazar & Tarud, 2014;

Sibanda, 2004; Westberg, 2012). Further, household composition (e.g., the number of children and adults in the household) is claimed to influence a child's access to education and retention, particularly in economically disadvantaged communities (Admassu, 2011; Chernichovski, 1985; Farah & Upadhyay, 2017; Okumu, Nakajjo & Isoke, 2008; Sibanda, 2004). Additionally, household wealth (measured with asset ownership or living wages) is credited with having a significant effect on the child enrolling or staying in school (Admassu, 2011; Huisman & Smits, 2015; Kazeem, Jensen, & Stokes, 2010; Moyi, 2012; Roby, Erickson & Nagaishi, 2016; Sibanda, 2004).

Parental encouragement implies treatment provided by parents to their children, which can nurture the hidden potentialities with them. It can be in the form of guidance, concern, care, an approval by them and can act as a driving force for the children to take a particular decision in life. Parents' guidance, care and support especially in the area of education can make or mar the career of the children. Parent's timely support and guidance can work wonders. In fact parental encouragement can help the child in overcoming various difficulties in life, especially in the area of academics. When parents approve or disapprove of any activity concerning education or remove any difficulties felt by students in the process, or guide them about good or bad- all these activities come within the purview of parental encouragement (Rossi, 1965). In view of Agarwal (1999) parental encouragement is perceived by the child. Parental encouragement is one such aspect pertaining to home which helps the child to develop good ideas, habits, modes of thinking and behavior which makes the task of the school easy and ensure good study habits in children.

Parental encouragement can be conceptualized as a treatment that originates from parents for the child so as to increase the likelihood of future occurrence of good behavior. Parental encouragement can be in different forms such as attending school functions, responding to the

school obligations, involvement in children school work, arranging for appropriate study, time and space, molding desired behavior and guiding them as per the instructions of teachers. Parent's encouragement, in almost any form, produces measurable gain in student's achievement. Several researches agree that parental interest and family environment has a positive influence on the academic achievement of students (Howell and Frese, 1982; Gutman and McLoyd, 2000; Andera, 2001; Singh, 2003; Bajwa, 2006; Chabra and Kumari, 2011). Undeniably, parental encouragement is very much needed at every stage of life for coping with the life in a satisfactory manner.

The correlation between students' socioeconomic background (SES) and academic achievement is often considered in the field of educational research as it is associated with aspects such as equity in learning opportunities. According to the 2009 Programme for International Student Assessment (PISA, see OECD 2010), a significant part of the inter individual variance in academic performance has been explained by SES in many countries. In line with these results, the survey Hattie 2009, which comprises other important meta-analyses on the association between socioeconomic status (SES) and academic achievement, also demonstrates a substantial influence of SES on students' performance. The processes underlying this association are still not completely understood. Steinmayr, et al. 2010 and Steinmayr, et al. 2012 demonstrated that the association is partly mediated by students' personality and motivational characteristics. Furthermore, the importance of parental involvement, which is highly correlated with SES and has an impact on academic achievement above and beyond it, was illustrated by a meta-analysis in Jeynes 2007. In particular, parental expectations are postulated to be the strongest familial determinant of academic achievement. By contrast, structural familial features (e.g., single or two-parent families, parental divorce, and number of siblings) play a minor role, as summarized by Hattie 2009. Similarly, the role of the extensively

discussed issue of maternal employment seems negligible according to current research. The meta-analysis in Goldberg, et al. 2008 discovered that maternal employment is not associated with children's performance impairments in general, whereas, to some extent, some slightly beneficial effects were exhibited. Large-scale assessments such as PISA (see OECD 2010) have also demonstrated that the socioeconomic status of a school has a greater impact on individual performance than the individual's social background. Beside the SES of a school or an individual, there is a substantial association between the immigration status of a student and his/her academic achievement with immigrant students showing lower academic performance. Urdan 2012 reviewed the extensive and conflicting research results on immigration status and academic achievement by drawing attention to the diversity of ethnic groups.

5.3. Conclusions

Based on the findings of the study, it is concluded that though in rural areas like Nakaseke people are fond of producing children, and although they desire their children to become very important persons, many parents do not adequately support their children in educational-related matters. This is mainly due to poverty, low level of education, men having many children and wives/women, as well as the perception some parents have that during the days they were studying, they used to walk so many miles to and from school moreover barefooted. Secondly, the A-level students in Nakaseke district are, on average, good performers academically. This is due to the availability of pamphlets which students usually read showing how questions should be answered satisfactorily. Other schools make use of resourceful persons like the UNEB examiners. Schools also organize seminars for the candidates to attend and be taught by experienced teachers from other schools on the satisfactory way of answering questions. Lastly, many students feel that though their parents' support of their education is necessary, it does not have much influence on their (students') performance; other factors are determining. These

include teacher quality (especially being taught by teachers who are UNEB examiners), the level of students' seriousness, as well as school managers' ability to cause teachers to perform.

5.4 Recommendations

I recommend that there is need for the government, religious leaders and civic leaders to constantly urge parents to do to the best of their ability to support their children's education both at home and at school instead of thinking that the teachers and the government will do everything for them. Secondly, school managers should invest more in the use of resourceful persons as well as in training their teachers in aspects like UNEB marking style since it was unearthed that teachers who are UNEB examiners are more likely to cause students to pass than their counterparts who are not UNEB examiners. In addition, there is need to urge parents, teachers and Headteachers to be more serious in performing their education-related tasks because, these put together, can have tremendous impact on students' academic progress.

5.5 Areas for further research

In light of the above, it is suggested that further research be carried out on the influence of parental goals, values and aspirations on the schooling of their children. This study should preferably be carried out in a larger geographical area, such as a sub-region or a region, such as Central Uganda, Eastern Uganda, Northern Uganda or Western Uganda.

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APPENDIX 1

RESEARCH INSTRUMENT MEASURING PARENTAL SUPPORT

Please for each area/ option write your rating which corresponds to your choice in terms of parental support to you.

Response Mode	Rating	Description
Strongly agree	4	Very high
Agree	3	High
Disagree	2	Low
Strongly disagree	1	Very low

Questionnaire on parental support to their children

1. Home-based Support	1	2	3	4
i. Guiding children ethically				
My parents/guardians				
Usually tell me the dangers of dropping out of school				
Advise me to concentrate on studies				
Advise me to avoid bad peer groups				
Advise me to avoid sex before marriage				
Talk to me about dangers of getting pregnant				
Tell me the benefits of studying hard				
Advise me to avoid narcotic drugs				

Advise me to come back home before 7.00pm				
Advise me to be religious/to follow my religious teachings				
ii. Supporting children economically				
My parents/guardians:				
Pay my fees/tuition in time				
Provide medical care to me				
Put in place for me an income generating prefect				
Give me pocket money				
Give me money to buy luxuries				
Give me money for leisure activities				
iii. Supporting children academically				
My parents/guardians:				
Brought me here and registered me to study				
Buy me text books and pamphlets				
Hire resourceful persons to coach me				
Do homework with me				
Give me money for seminars				
Check my books regularly				
Buy me uniforms				
Asked me to look for a school and be registered				
Provide me with means of transport to and from school				
Allow me to hold academic discussions with colleagues				

2. School-based Support				
i. Collaboration with teachers and head teachers				
My parents/guardians				
Pay regular visits at school				
Ask teachers my strengths and loop holes/ weaknesses				
Attend parents' meetings at school				
Attend sports activities at school				
Seek advice from teachers on how I can perform better				
Participate in fundraising for school projects				

QUESTIONNAIRE MEASURING THE STUDENTS' PERCEIVED INFLUENCE OF PARENTAL SUPPORT ON CHILDREN'S ACADEMIC PROGRESS

Please for each area/ option write your rating which corresponds to your choice in terms of parental support to you.

Response Mode	Rating	Description
Strongly agree	4	Perceived to have very strong influence
Agree	3	Perceived to have strong influence
Disagree	2	Perceived to have weak influence
Strongly disagree	1	Perceived to have very weak influence

Home-based Support	1	2	3	4
3. Home-based Support				
I perceive guiding children ethically to influence A-Level students' academic progress				
I perceive supporting children economically to influence A-Level students' academic progress				
I perceive supporting children academically to influence A-Level students' academic progress				
4. School-based support				
I perceive collaborating with teachers and head teachers to influence A-Level students' academic progress				

INTERVIEW GUIDE TO TEACHERS AND STUDENTS

Do you appreciate parents'/guardians' efforts in:

(i) Guiding children ethically?

(ii) Supporting children economically?

(iii) Supporting children academically?

(iv) Collaborating with head teacher and classroom teachers?

If yes, why?

.....

.....

.....

If no, why?

.....

.....

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.....
.....
.....2

2. Why do you think the a-level students in this school perform the way they do?.....

3. According to you, how does parental support influence students' academic progress at A-Level?.....
.....

4. Which other factors influence students' academic progress at A-Level? Explain.....
.....