

# The relationship between parents involvement and student academic performance in Uganda, Lyantonde district

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## ABSTRACT

The issue of parents' involvement in learners' academic performance has become the subject of intense debate globally, triggering a contest for academic performance systems that are responsive to the changing demands of school administrators and other stakeholders. This article focuses on the relationship between parents' involvement and student academic performance in Lyantonde district, Uganda. The study utilised a mixed method research approach, employed a descriptive survey which attempts to describe what is in the social system such as a school and investigated the parents' involvement in different schools. The study indicated that there is a moderate positive and significant relationship between parents' involvement and student's academic performance ( $r = .477$  and sig.value (sig.000) and parents' involvement contributes up to 27.7% of students' academic performance. The study explored how parents are influential in the academic performance of their children. The study concluded that parents should engage themselves in their children's education, fathers should be equally involved in their children's education so as to enhance performance, parents should consequently improve education activities at home, and increase their participation in education activities at school. School progress with children, paying school dues, actively monitoring and helping in school work enhances students' academic performance. The study recommended the following: parents who are not involved in education of their children's education should be constantly sensitized while those who are involved should be encouraged to continue doing so, teachers and school administrators should also be trained on the value of parents involvement in school activities of their children.

**KEYWORDS:** *Parents, involvement, academic, performance*

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## INTRODUCTION

Parents play a vital role in the physiological, socio-emotional and cognitive development of a child (Asiimwe and Magunda 2017). Asiimwe and Magunda (2017) content that prior to the beginning of the 20<sup>th</sup> century, formalized schooling was a collaboration between families and schools (Topor 2010; Kgosidialwa, 2010). In the late 1800s, the family dynamic was clearly defined by the father's role of being the financial supporter of the family, while the mothers were to manage and control the homes (Asiimwe & Magunda, 2017). Smith (2011) further explains that with the shift in financial responsibilities, many families are unable to support their children when it comes to parental involvement in schools, in the traditional sense. Research has indicated disconnects between parents' involvement, as well as support, in school activities and because of this shift, schools have been forced to take much responsibility in educating students, both academically and socially (Finn Church Aid project document, 2016-

2018). Consequently, the school system has switched roles with parents and is now granted the integral responsibility of being the primary caregiver of the child instead of being mere supporters.

Finn Church Aid project document (2016-2018) further elaborates that, coupled with limited parental involvement, is that the home environment is not supportive of pupils education. The parents and guardians neither supervise or monitor their children's performance for corrective action where needed and never put aside time to get involved in school activities such as open days. In addition, children are a source of family labor taking up the bulk of home chores from collecting water and firewood to grazing animals and digging (Mutondi & Ngirande, 2014; Jaiswal, & Choudhuri, 2017). During the rainy season when many households are engaged in cultivating their land, majority of children do not go to school in favor of working in their gardens together with other members of the family (Asiimwe & Magunda, 2017). Those that go to school during this time must first dig very early in the morning (Chowa, Masa & Tucker, 2013). On the other hand however, the children from pastoralist communities often drop out of school during the dry season to help look for water and grass for the family animals. According Asiimwe and Magunda (2017, this involves walking long distances away from their homes, the children drop out of school sometimes up to 70% of the school time.

These situations are exacerbated by lack of scholastic materials, low use of learner centered approaches as well as dysfunctional school management committees, PTAs, foundation bodies, and the inadequate capacity of the district inspection department and center coordinating tutors to provide adequate supervision and onsite support to teachers, Finn Church Aid project document (2016-2018). Related to a child's increased academic performance (Topor 2010; Kgosidialwa, 2010); Jaiswal, & Choudhuri, 2017).

Asiimwe and Magunda (2017) in their study in Uganda found that parents as enablers of academic achievement in secondary schools in Kampala District had a moderate positive and significant relationship between the variables. The study examined parental variables such as home environment, participation in academic work, participation in school activities on academic achievement (Kaukab 2016; Asiimwe and Magunda, 2017). The later study focused on similar variables of academic performance as the current study although in the current study parental involvement in Lyantonde district and the later in Kampala District, thus the two district settings cannot have the same conditions both in line with parental involvement and students' academic performance. Mutondi & Ngirande (2014); Finn church Aid Project Document (2016-2018) in their study found that there is a relationship between parental involvement (parenting, communication and home and family support) and students' performance in schools. Chowa, Masa & Tucker (2013); Kaukab (2016; Asiimwe & Magunda (2017) in their study in found that parents involvement (home environment, school involvement, parent - teacher communication) was predictive of children's school engagement and socio emotional adjustment.

## **THEORETICAL FRAME WORK**

A number of scholarly studies and theories have been done on the concept on parents' involvement in academic performance (Kaukab 2016; Asiimwe and Magunda, 2017). Regular parent-teacher meetings is a kind of parent school connection which has a positive impact on a student's progress. Home-school communication and interactions, including direct parent-teacher contacts and relationships as well as more general communication between school and home regarding school events and school policies may bring betterment in the overall grooming and performance of the child ( Kaukab, 2016; Jaiswal, & Choudhuri, 2017). There is strong evidence of researches showing positive impact of parents' involvement on students, families and schools.

Parents' help in school homework and discussion about various issues at school enhances student learning and performance (Kaukab, 2016; Jaiswal, & Choudhuri, 2017). Annisia (2015) cites Dave's model developed by Bloom (1984) shows five aspects of home environment that influence the academic performance of a child. Bloom identifies five home environment processes namely: Work habits of the family, which refer to degree of structure and routine in home environment and the emphasis or lack of it in educational activities after school hours and holidays. Secondly, academic guidance and support which includes parents' frequent encouragement on school work and their knowledge of students' progress at school. The ability and quality of help provided by home for school related tasks includes adequate space and time for revision, relevant guidance and availability of learning materials. Kapinga (2014); Mahuro & Hungi (2016); Mahuro & Hungi (2016) Finn church Aid Project Document (2016-2018) are in line with the above theory where he suggests that home set up such as space, furniture (chairs and

tables), home chores distribution, silence and reading rooms provide encouragement for the students at home thus contribute to better academic achievements. Lunas (2014); (Kaukab 2016; (2016); Mahuro & Hungi (2016); Asiimwe and Magunda, 2017; Finn church Aid Project Document, 2016-2018) also consolidate the above observation on the role of the parents in facilitating students' academic performance when established that heavy agricultural work at home, bricks making and involvement in petty businesses among the students hindered academic performance among secondary students in Tanzania.

Patall, Cooper and Robinson (2008); Kaukab (2016); Mahuro & Hungi (2016); Jaiswal, and Choudhuri (2017) in their study, found that 95% of students reported that they did better in school at least some of the times when they received help with homework from their parents. Studies have shown marked improvement in students' academic performance when their parents are involved with their homework (Keith & Keith, 2010; Kaukab, 2016; Asiimwe & Magunda, 2017). Readiness for school learning especially performance at secondary level depends much on home set up, the home activities, motivation by parent's availability or relevant extra reading materials in the form of text books and kind of guidance available at home (Epstein, 2002; 2010; Amnesia, 2015).

Xu, Benson, Mudrey-Camino & Steinert (2010); Annisia (2015); Jaiswal, & Choudhuri, 2017) believe that parents involvement in homework can be a tool to keep parents well informed of the child's strength and weakness in several subject areas particularly reading and arithmetic. Likewise, other educational research has repeatedly established the benefits of effective homework concur, actively involved parents help to stimulate a child's interest in school and encourage academic performance for students and families' particularly these students with special needs (Carr, 2013). Carr (2013); (Kaukab 2016; Asiimwe & Magunda, 2017) also believe that those parents involved in home –school activities could be a positive reinforce that gives student's the confidence they need for positive school related outcomes.

There is conflicting research, however, that argues that studies examining parents' involvement with homework are not entirely clear and consistent. Research varies from some suggesting that students benefit from parents help with homework, while others have found no effect of parents help on student academic performance. Several have actually reported negative relationships between parents' involvement in homework and academic success (Dumont et al, 2012; Pomerantz et al, 2007; Annisia, 2015; Jaiswal, & Choudhuri, 2017). It is believed by some researchers that these mixed results arise from studies that focus on the quantity rather than the quality of parents' involvement that goes into assisting children with homework (Pomerantz et al, 2007). Rafiq et al (2013); Kaukab (2016) Jaiswal, and Choudhuri (2017) also observed that parents play a crucial role in both the home and school environments. In general, parents' involvement is associated with children's higher achievements in language and mathematics, enrolment in more challenging programs, greater academic persistence, better behavior, better social skills and adaptation to school, better attendance and lower drop-out rates.

Zakia (2013); (Kaukab 2016; Asiimwe and Magunda, 2017) in their study among secondary school students found that the interaction and communication, parenting practices, leisure, openness and acceptance were the predictive factors of parents involvement and had a positive relationship with students' achievement. Students may perceive their homework activities as less difficult and more enjoyable when parents are involved. Again, homework creates an opportunity for parents and children to exchange information, facts, and attitudes towards school and communicate seriously about learning (Epstein, 2002; 2010; Kaukab 2016; Asiimwe & Magunda, 2017).

Dumont et al, (2012); Annisia (2015); Jaiswal, & Choudhuri (2017) also elaborate that when parents' help with homework is autonomy supportive, well structured, organized, characterized by positive effects, include positive beliefs about children's potential, and emotionally supportive it produces positive relationships between parental involvement and student outcomes. Conversely, when parents' homework help is inappropriate, confusing, inconsistent with teacher expectations, controlling, unwanted by the child, or includes negative parental emotions it produces negative relationships between parental involvement and student academic success (Dumont et al 2012; Pomerantz, 2007). Muola (2010); (Kaukab 2016; Asiimwe & Magunda, 2017). However found low correlation between parental involvement or encouragement and academic achievement. The researcher explained that the nature of encouragement given to the child by his parents is important as far as the academic achievement is concerned.

Studies suggest that the most popular form of parents' participation is through organizations such as the parent teacher associations (PTAs) and school management council of boards (Epstein 2011; Msila, 2012; Kaukab, 2016;

Jaiswal, & Choudhuri, 2017). In addition, Jaiswal & Choudhuri (2017); Annisia (2015); Jaiswal, & Choudhuri, 2017) explain that Parents' school based involvement includes volunteering at school, visiting the school and interaction with teachers, and attending school events are also positively associated with academic achievement but this association becomes weaker when students move from elementary school level to upper school levels (middle and high). At secondary levels, schools are large and complex, students have multiple teachers and it becomes difficult for parents to build a warm relation with each teacher and spend sufficient time in school.

Using data from the National Longitudinal study of Adolescent Health, Mo & Singh (2008); Annisia (2015); Jaiswal, & Choudhuri, (2017) concluded that parents involvement at middle school had a significant effect on students' engagement at school. Students whose parents stay connected with the school are likely to have higher school engagement and better performance (Kaukab 2016; Asiimwe & Magunda, 2017). The level of parents' involvement and its impact on students' academic performance has not been found in the same way for elementary schools to upper school levels. Some researchers have reported that the strength of the relationship between parents involvement and academic achievement tend to decline from elementary level to upper school level (Kaukab, 2016; Jaiswal, & Choudhuri, 2017).

Conversely, in a study by Tokac & Kacayoruk (2012) (Kaukab, 2016); Jaiswal, and Choudhuri, 2017) found that parents attending school events have a negative effect on middle school students' math achievement. The reason behind this adverse effect they suggested that the parents' collaboration might make the students feel pressure and this pressure affects the students' achievement. Furthermore, (Kaukab 2016); Asiimwe and Magunda, (2017); Tokac & Kacayoruk (2012); Kaukab, (2016) addressed the influence of parents involvement at secondary school and concluded that parents - teacher involvement and monitoring were positively associated with behavioral outcome (reduced likelihood of truancy and dropping out) while inversely related to cognitive outcomes such as lower science achievement.

Asiimwe & Magunda (2017) explained that during the above interactions, teachers, parents are able to communicate their ambitions and teachers to clarify what the parents should do to catalyze learning. These interactions between the teachers and parents build confidence on both sides of the spectrum and enhance learning and academic performance. However, the roles of parents need to be properly clarified to realize any benefits in academic performance from parents involvement (Schmitt & Kleine, 2010); Kaukab 2016; Asiimwe & Magunda, 2017); Shute (2011); Tokac and Kacayoruk (2012); Kaukab, (2016) posit that parents involvement is significant to the holistic learning process. When parents are involved and knowledgeable about school and academic activities, they offer focused support that underscores better academic performance (Schmitt & Kleine, 2010). Epstein (2011); Annisia (2015); Jaiswal, & Choudhuri, 2017) suggest that parents involvement in school activities encourages socialization among parents and teachers and increases their appreciation of the value of utility of each other. Parents in the process will be able to discuss with teachers and their children the academic strategies to improve the academic standards/performance (Kaukab 2016; Asiimwe & Magunda, 2017).

Galindo & Sheldon (2012); Annisia (2015) in their study found that parents involvement at school can have a positive influence on children's development and academic achievement. Parents who were more involved in their children's school had children with higher literacy performance, better overall grades, and these children tended to outperform their peers who did not have the same involvement from their parents (Galindo & Sheldon, 2012; Tokac & Kacayoruk (2012; Kaukab, 2016). Longitudinal research also indicates parental school-based involvement predicts children's later achievement and increased grades (Pomerantz et al, 2007; Annisia, 2015). Other studies have shown that the close relationship between parents and teachers are important for student success because it can result in higher levels of student attendance, lower levels of chronic absenteeism, and lower levels of student behavior problems (Tokac & Kacayoruk (2012; Kaukab, 2016).

Houtenville & Conway (2011) Tokac & Kacayoruk (2012) (Kaukab, 2016) insinuate that strategies put in place by parents have the potential to model positive attitudes and behaviors toward school, and research in developed countries such as the United States has shown that parental involvement contributes to youth academic success. In fact, children are more likely to apply themselves and perform better in school when their parents show an interest in their school work, are willing to assist them with homework, and are willing to hold their children accountable for completion of school assignments. Houtenville & Conway (2011); (Kaukab 2016; Asiimwe & Magunda, 2017) also confirmed that the more parents get involved or participate in schooling in a sustained way at every level in advocacy, decision making and oversight roles as fund raisers and boosters as volunteers and para-professionals and

as a home teachers, the better for learner's achievement. They also proved that families whose children are doing well in school have a daily family routine, monitor out of school activities of their children, model the value of learning, self-discipline and hard work, express high but realistic expectations of achievement, show interest in children progress by helping or looking at their homework, discuss the value of good education and possible career options and they also stay in touch with their children, teachers and school staff (Tokac & Kacayoruk 2012; Kaukab, 2016; Jaiswal, & Choudhuri, 2017).

Veronica (2013) therefore contends that, in today's society, schools and parents are responding to increased expectations, economic pressure, and time constraints. In these changing times, effective partnership between teachers and parents become even more essential to meet the needs of the children. According to Gesare (2012); (Kaukab 2016; Asimwe and Magunda, 2017), communication takes the form of phone calls, short visits to the school or written notes to and from the teacher. They contend that this communication is important since it helps parents to keep in touch with the school so they can know the progress of their children. This also makes the work of the teacher easier since they are assured of the parents' support always. Similarly, there will exist a strong correlation between homework monitoring by parents, this is because even parents will feel ashamed if the child goes back to school with incomplete school work of a teacher well known to the parent, (Galindo & Sheldom, 2012); Tokac & Kacayoruk (2012) (Kaukab, 2016) also support this view who points out that close relationship between the parents and teachers are important for student success because it can result in higher levels of student attendance, lower levels of chronic absenteeism, and lower levels of student behavior problems.

Mahuro and Hungi (2016), Tokac & Kacayoruk (2012); Kaukab (2016) contend that communication serves as the medium of information sharing between two or among many involved parties. In Epstein's (1995; 2002; 2010); Annisia (2015); Jaiswal, & Choudhuri, 2017). Parental involvement framework, communication between the three overlapping spheres plays a fundamental role towards students achieving optimal learning outcomes. This study has revealed that consistent communication form of parental involvement, such as providing conducive environment at home, checking students' progress record and random visits to school, significantly increases students' numeracy and literacy scores. This finding is congruent to other education studies such as one done by Abuya (2014) in Kenya which revealed that parents participation by engaging and creating an open communication with their teenage school going children significantly improved their learning outcomes. Mahuro and Hungi (2016) cites Henderson & Mapp (2002); Tokac and Kacayoruk (2012);Kaukab (2016); Jaiswal, & Choudhuri, 2017) found that effective communication among family, school and community was associated with improved student academic achievement, higher enrolment in education programmes perceived to be challenging, improved school attendance and improved social behavior at home and school. Kraft, Mathew & Shaum (2011) Tokac & Kacayoruk (2012) Kaukab (2016); Jaiswal, & Choudhuri, 2017) in their study to evaluate the efficacy of teacher communication with parents and students as a means of improving student engagement, found that frequent teacher-parent communication immediately increased student engagement as measured by homework completion, on task behavior and class participation. Furthermore, drawing up on surveys and interviews with participating teachers and students there are three primary mechanisms through which communication likely affected engagement: Stronger teacher-student relationships, expanded parental involvement, and increased student motivation.

Wood and Bauman (2017); Tokac and Kacayoruk (2012); Kaukab (2016); Jaiswal, & Choudhuri, (2017) also add that review of the literature found several family and community engagement programs and practices that have been shown to have a positive impact on student outcomes and school improvement. Some of the strategies that were found to be most related to student achievement include engaging parents in their children's learning through social networks, empowering parents with leadership roles in the school environment, providing parents with classes to help with their own education or their child's education, and providing families with opportunities to engage with their children's education at home and at school (Tokac & Kacayoruk, 2012; Kaukab, 2016); Jaiswal, & Choudhuri, 2017). Schools that reach out to families and the community and build strong parent-school relationships also were found to have a positive impact on students. Situations in which parents had high educational goals and aspirations for their children, and children who perceived that their parents support their education were found to positively affect students as well (Wood & Bauman, 2017; Jaiswal, & Choudhuri, 2017).

Mutondi and Ngirande (2014); Jaiswal, & Choudhuri (2017); Wood & Bauman (2017) in their study found that there is a relationship between parental involvement (parenting, communication and home and family support) and students' mathematics performance in High school. The parental involvement variables for this study are not the exactly the same as the current study since education action activities at school were not captured. Furthermore the

study focused on overall academic performance in school while the later only looked at students' mathematics performance. Chowa, Masa & Tucker (2013); Wood & Bauman (2017) in their study found that parental involvement (home environment, school involvement, parent teacher communication) was predictive of children's school engagement and socio emotional adjustment. Although the parents' involvement variables in the study were similar to those in the current study, the later study was carried out in Ghana moreover the current study is concentrated in Uganda, Lyantonde district (Tokac & Kacayoruk, 2012; Kaukab, 2016; Jaiswal, & Choudhuri, 2017).

## RESEARCH DESIGN

The study employed a descriptive survey research (Kombo & Tromp 2006; Kotharia, 2014), observe that a descriptive survey research attempts to describe what is in the social system such as a school. A descriptive survey research design involved acquiring information about one or more groups of people about their opinions, characteristics, attitudes or even habits (Kotharia, 2014). With regard to the study, the researcher used descriptive survey to describe data on variables of interest, factual information, attitudes, and preferences of and experiences of respondents concerning parental involvement and student's academic performance. The information was collected using questionnaires and interviews.

The study utilized both quantitative and qualitative approaches. The design provided quantitative procedures to explore and quantify the extent of variations in the study phenomenon and the qualitative descriptions that explore the diversity, emphasize description, narration of feelings, perceptions and experiences that give deeper meaning to the descriptive data obtained (Kotharia, 2014).

## RESULTS AND DISCUSSION

The relationship between the independent variable (parents' involvement) and dependent variable (student academic performance) and the findings are presented in Table 1

**Table 1.0 : Correlation analysis between parental involvement and students' academic performance.**

	Level of parental involvement	Perceived level of academic performance
Level of parental involvement	1	.477**
Pearson Correlation		
Sig. (2-tailed)		.000
N	83	83
Perceived level of academic performance	.477**	1
Pearson Correlation		
Sig. (2-tailed)	.000	
N	83	83

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The findings presented in Table 1.0 above indicate the person's correlation coefficient  $r = .477$  between parents' involvement and student's academic performance as positively related. The Pearson's correlation coefficient  $r = .477$  and sig.value (sig.000) indicate that there is a moderate positive and significant relationship between parents' involvement and student's academic performance. This relationship shows that a significant change in

parents' involvement leads to a significant change in student's academic performance. Therefore, this positive relationship between the variables confirms that parents involvement influences student's academic performance of secondary school students in Lyantonde Ddistrict through participating in education activities at home, participating in education activities at school and parent-teacher communication. To establish the relation between parental involvement and student's academic performance, the researcher also used regression to establish the relation between the two variables and the results are represented in Table 2.

**Table 2.0: Regression**

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.526 <sup>a</sup>	.277	.249	.53436

a. Predictors: (Constant), Parent-school communication, Education Activities at home, Education activities at school.

Table 2 presents the coefficient of determination ( $r^2$ ) calculated at 0.277(100), implying that parents involvement contributes up to 27.7% to students academic performance. A contribution of 27.7% in student's academic performance from their parents is a desirable boost in improving student's academic performance.

The researcher also used coefficients (beta values) statistical techniques to analyze the data. This helped to determine the extent to which parents' involvement affects student's academic performance.

**Table 3.0: Coefficient**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.497	.323		7.737	.000
	Education Activities at home	.349	.115	.424	3.036	.003
	Education activities at school	-.082	.094	-.132	-.865	.389
	Parent-school communication	.157	.067	.287	2.344	.022

Dependent Variable: Perceived level of academic performance

The study findings in table 3.0 shows the beta value which measures how strong each predictor variable influences the response variable (performance). From the results presented in table 3.0 it is indicated that education activities at home had the strongest explanatory variable with beta value of 0.424. It can therefore be deduced from the findings that at 100% increase in education activities at home, student's academic performance is likely to improve by 42%. From table 3.0, it further indicates that education activities at school had a beta value of -0.132. This means that at a 100% increase in education activities at school, students academic performance is likely to decrease by 13%. Study findings also indicate that parent –school communication obtained a beta value of 0.287. Thus it can be

deduced from the findings that when parent –school communication is increased by 100%, students’ academic performance is improved by 28%.

Furthermore, to establish the relationship between parental involvement and student’s academic performance, student’s respondents were asked if they agreed to whether when parents/ guardian were involved in their education their academic performance improves and the results are presented in Figure 1.0

**Do you agree that when parents/guardians are involved in your education, your academic performance improves?**

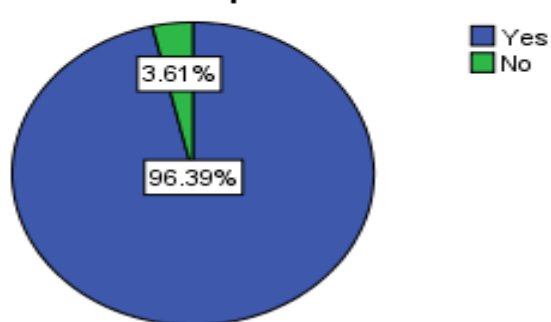


Figure 1.0 explains that, 96.36% of the student’s respondents agreed that when parent/guardians are involved in their education their academic performance improves and 3.61% disagreed that their performance improves when parent/guardians are involved. This means that majority of the students respondents liked their parents/guardians to be involved in their education so as to improve academic performance.

The findings indicated that the relationship between parents involvement and students’ academic performance in secondary school in Lyantonde district. Findings indicated that there is a moderate positive and significant relationship between parents’ involvement and student’s academic performance ( $r = .477$  and sig.value (sig.000)) and that parents involvement contributes up to 27.7% to students’ academic performance in Lyantonde District. When parents were asked if their involved in their children education helped to improve their academic performance, majority said yes. This clearly shows there is a relationship between parents involvement and students’ academic performance, one parent notes:

*“I always discuss with my children and tell them that without education they will suffer much and they will blame others and seek assistance all the time. I make it clear to them that without education, you are nobody and the only wealth a parent could give to his child is good education. And this talking to them has helped me yield good results in my children. Just mere talking about school with them”.*

Another parent explained that;

*The academic performance of my children is poor but how can I help them am always busy trying to survive and support my family, the teachers are not doing their responsibilities in improving my children’s performance.*

Ampofo & Osei- Owusu (2015) argued that when a parent gets involved in the child’s learning process, both the parent and the pupil become more interested in the academic progress and the parent assists the child to cope with learning. The study also using coefficients (beta values) statistical techniques found that at 100% increase in education activities at home, student’s academic performance is likely to improve by 42%, 100% increase in education activities at school, students academic performance is likely to decrease by 13%, 100% increase in parent school- communication, students academic performance is improved by 28%. Hence education activities at home are the most contributing predictor of students’ academic performance in Lyantonde district.



## 5.4 Conclusions

Results based on the findings of the study, parents should engage themselves in their children education since students felt it was important and helped them improve performance when parents participated. Fathers should be equally involved in their children education so as enhance performance and discipline in school.

The study also concludes that parents should consequently improve education activities at home, and increase their participation in education activities at school through being in contact with teachers and administrators since some students may deliberately not tell parents about the events at school. Study findings based on the descriptive statistics revealed that students' academic performance was high among secondary school students in the selected school. Based on the study findings therefore the researcher concludes that parents involvement in students performance is important and that students academic performance should be enhanced through parents setting realistic academic goals, monitor success and develop specific academic skills to use at home and consequently at school especially with their children in order to become an active part of their academic success.

## Recommendations

The study recommended that parents who are not involved in education of their children education should be constantly sensitized while those who are involved should be encouraged to continue doing so, furthermore, the research suggests a qualitative study by the administrators of school to determine involvement activities that attract parents to participate in children education, this will help schools to know what to include in their school activities for parents and thus encourage parents to get involved in their children's education, teachers and school administrators should also be trained on the value of parental involvement and the ways for them to be involved so that they can encourage the parents of their students to get engaged, administrators should make parents welcomed, comfortable and valued when they come to school. Some parents had claimed that they hardly go to their children's schools because whenever they go there the head teachers first demand school fees from them which makes them feel unwelcomed at school.

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