

**THE IMPACT OF PARENTS' INVOLVEMENT ON PUPILS' ACADEMIC
PERFORMANCE IN PRIMARY LEAVING EXAMINATIONS
IN NAMWENDWA SUB-COUNTY,
KAMULI DISTRICT,
UGANDA.**

BY

**NAMUKOBE BABRA
BU/UP/2019/2768**

**A RESEARCH REPORT SUBMITTED TO THE DEPARTMENT OF
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DECLARATION

I, Namukobe Babra, declare that this research report is my original work and has never been submitted to any institution of higher education for any academic award.

Signature: Date:.....

NAMUKOBE BABRA

BU/UP/2019/2768

APPROVAL

This research work has been conducted under my supervision and is now ready for submission to the department of education for examination with my approval as the university research supervisor.

Signature:

Name of supervisor:

Date:

DEDICATION

I dedicate this work to my dear husband Mr. Kyebakola Duason, my parents Mr. and Mrs. George Kiwanuka and to my children Gilbert, Victoria, Sophia and Joan for both material and immaterial support rendered to me during the course of doing this work.

May the Almighty God reward them abundantly.

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ABSTRACT

The purpose of this study was to establish the impact of parents' involvement on pupils' academic performance in PLE in Namwendwa sub-county in Kamuli District. The objectives that guided the study were: to find out how parents can get involved in the academic performance of their pupils, to establish the magnitude of effect that parents' involvement has on pupils' performance in primary leaving examinations and to suggest better strategies for parents' involvement in school activities in order to improve pupils' performance. The study focused on five UPE schools in Namwendwa. The targeted respondents included teachers, pupils (primary seven pupils), school administrators, PTA and SMC members, local councils of those particular areas. The study was based on a sample size of 112 respondents. The researcher used probability sampling techniques such as the; simple random sampling technique. Data was collected from primary and secondary sources. Both qualitative and quantitative data was collected and expressed in numeric terms for analysis using the Statistical Package for Social Scientists (SPSS) whereas the qualitative data was sorted and organized according to the objectives.

It was concluded that: parents communicating with the teachers about the children's education, and always attending school functions when invited were the ways how parents can get involved in performance of their pupils, and it was also noted that children from homes with both parent performed highly. It was found out that; time parents give children to finish homework had the strongest positive magnitude effect that parents involvement has on pupils performance. It was found out that the schools need to: organize regular meetings with parents, make personal phone calls to parents, teachers visit homes of parents, involve parents in all decisions about children's performance and also sensitizing of the parent's community if performance in PLE was to improve.

It was recommended that parents should communicate with teachers about the children's education and attend school functions when invited. It was also recommended that the parents should give time to children at home since it enables them to finish homework for better pupils' performance.

It was recommended that schools should adopt organizing regular meetings, making personal phone calls to parents, teachers making home visits, involving parents in all decisions about children's performance and sensitizing of the parent's community as strategies to support parents' involvement in school activities for improved PLE performance.

CHAPTER ONE

1.0 INTRODUCTION

This chapter provides the background of the study, statement of the problem, general objectives, research questions, justification of the study, scope limitations, delimitations, key terms and abbreviations.

1.1 BACKGROUND OF THE STUDY

The study was carried out to analyse the relationship between parents' involvement in school activities and pupils' academic performance. Parental involvement has been demonstrated as a key factor for pupils' academic outcomes both internationally and locally.

On an international scale, parental involvement in schools has long been publicly announced as an important and positive variable on pupils' academic outcomes and socio-emotional development.

In Uganda, primary education is regarded as basic education meaning it is the foundation on which other academic levels are based for successful progression.

According to the Constitution of Uganda (1995), education is a fundamental human right and key to sustainable development in line with Millennium Development Goals (MDGs). Primary education is a seven-year cycle which prepares learners for secondary technical education and world of work.

However, in Namwendwa sub-county, Kamuli district, poor performance has been an outcry for quite long at PLE.

A number of factors have been put forward to establish the underlying causes of that poor performance and among which parent's involvement is one of them.

It is believed that for an education system to yield its expectations, there should be good relationship among all the stake holders that is to say parents, learners, teachers, school administrators, MOES, each fulfilling its responsibilities and obligations.

Although in Ndalike P/S and in most UPE schools in Namwendwa Sub County, parents' involvement is still very low likewise performance is still poor. Most parents do not provide their children with scholastic materials, lunch meals, uniforms, oppose school rules and regulations, oppose teachers' and administrators' initiatives, do not make follow up on their

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