

Parental Involvement, Student Engagement, and Academic Performance among Students in
Public Secondary Schools in Tororo District, Uganda

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Declaration

I, Daudi Hasahya-Mulongo, declare that I am the rightful author of this study and that any assistance received in its preparation is fully acknowledged and disclosed. This dissertation is my original work and to the best of my knowledge it has not been published or submitted in any educational institution for any award.

Signature.....




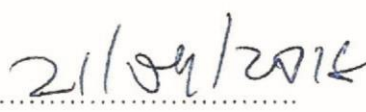
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Approval

This dissertation titled "*Parental Involvement, Student Engagement and Academic Performance among Students in Public Secondary Schools in Tororo District*" was written by Daudi Hasahya-Mulongo under our guidance and supervision, and has been submitted with our approval.

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Dedication

I dedicate this work to my father, Baaba Erukana Mundugu (RIP), for showing me the way to enlightenment through constant reflection on the values of fear of God, respect for self and others, hard work, compassion and excellence, and to my caring mother, Maama Eunice Deborah Nebira Mundugu (RIP), who never witnessed the joy of my first graduation. This work is also dedicated to my loving wife Celea and our children Karen Doris, Edgar Dean, Edna Winifred, Dora Kay, Ruth Emmanuella, Lynda Esme and Donna Faith, without whose love and support life would be meaningless.

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List of Acronyms and Abbreviations

'A'-level	Advanced Level
'O'-level	Ordinary Level
PTA	Parents-Teachers' Association
SDGs	Sustainable Development Goals
SES	Socio Economic Status
SLC	School Leaving Certificate
SPSS	Statistical Package for Socio Scientists
UCE	Uganda Certificate of Education
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization,
USE	Universal Secondary Education

Abstract

Over the years, there has been great concern about dismal students' academic performance in public secondary schools. The purpose of this study was to examine the relationship between parental involvement, student engagement, and academic performance among students in public secondary schools in Tororo District, in Eastern Uganda. The study was guided by the following research objectives: to determine the levels of academic performance among students, to establish the relationship between parental involvement and academic performance, and to determine the relationship between student engagement and academic performance among students in eleven randomly selected public secondary schools in urban and rural locations of Tororo District. The study employed a mixed-methods research design with a sample of 383 Senior 4 students and 7 school administrators. Schools were sampled using stratified and simple random sampling. Students and key informants were sampled using systematic random sampling and purposive sampling respectively. Data were collected from students using a questionnaire based on the three research objectives. Quantitative data were analyzed using the statistical package for social scientists (SPSS) version 20. Qualitative data were collected from key informants using an interview guide and analyzed thematically. Analysis was done using descriptive statistics at univariate level, Chi-square tests at bivariate level, Pearson's correlation and multinomial regression analysis at multivariate level. Academic performance among students in Tororo District was found to be largely moderate (division 2; $n = 146$, 38.1%), with about 3 in every 10 students being high academic performers obtaining division 1 ($n = 92$, 24.0%). Results indicated a statistically significant association between student engagement and academic performance (Pearson's $r = .245^{**}$). Moreover, the findings further indicated that academic performance was not directly affected by parental involvement (Pearson's $r = .006$). In conclusion, results indicated that parental involvement had no direct influence on student academic performance, but had a relationship with student engagement. However, student engagement was found to have a strong positive relationship with student academic performance. Therefore, recommendations for improvement of academic performance through more investment in student engagement, implications for public policy initiatives, school administration interventions, teachers, parents, and areas for future research directions were made.

Keywords: Parental involvement, student engagement, academic performance