

**AN INVESTIGATION TO PARENTAL INVOLVEMENT AND PUPILS' ACADEMIC  
PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN KIBUKU DISTRICT**

**BY**

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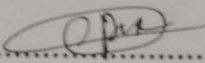
DECLARATION

I, MUWAGUZI REBECCA, declare that this report is my own work and it has never been submitted for any academic award in any Institution or University. However where other peoples' work was used, acknowledgement has been fully done.

Signature.....  ..... Date..... 11<sup>th</sup> : 04 : 2023.....

APPROVAL

I certify that this report satisfies the partial fulfillment of the requirements for the award of Bachelor's degree in Education of BUSITEMA University.

Signature ..... 

Date..... 11/4/2023 .....

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RESEARCH SUPERVISOR

## **DEDICATION**

I dedicate this work to my beloved husband for their continuous support, care, love and allowing me time to study. I really appreciate their effort and team work shown to me during my study.

To God is the Glory!!

## ACRONOMS

CVI	:	Content Validity Index
DEO	:	District Education Officer
DV	:	Dependent variable
EFA	:	Education for All
ESSP	:	Education Sector Strategic Plan
IV	:	Independent variable
INTASC	:	Interstate New Staffing Assessment and Support Consortium
MOES	:	Ministry of Education and Sports
NCES	:	National Center for Education Statistics
NCDC	:	National Curriculum Development Center
NBPTS	:	National Board of Professional Teaching Standards
PTA	:	Parents Teacher Association
GMR	:	Global Monitoring Report
MOST	:	Modular Skills Training
NGO	:	Non-Governmental Organization
PLE	:	Primary Leaving Examinations
WB	:	World Bank
UPE	:	Universal Primary Education

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Glory be to God

## TABLE OF CONTENTS

DECLARATION .....	Error! Bookmark not defined.
APPROVAL .....	Error! Bookmark not defined.
DEDICATION .....	iv
ACRONOMS .....	v
ACKNOWLEDGEMENT .....	vi
TABLE OF CONTENTS .....	vii
ABSTRACT .....	x
CHAPTER ONE .....	1
INTRODUCTION .....	1
1.0 Introduction.....	1
1.1 Background of the study .....	1
1.2 Statement of the Problem.....	2
1.3 Objectives of the study.....	3
1.3.1. General objective of the study .....	3
1.3.2. Specific objectives of the study .....	3
1.4. Research Questions .....	4
1.5 Scope of the study .....	4
1.5.1 Geographical scope.....	4
1.5.2. Content scope.....	4
1.5.3 Time scope.....	4
1.6 Significance of the study.....	5
1.7 Conceptual framework.....	5
INDEPENDENT VARIABLE .....	5
1.8. Operational Definition of terms .....	6
1.9 The Limitations of the study .....	6
1.10 Delimitations.....	7
CHAPTER TWO .....	8
LITERATURE REVIEW .....	8
2.0 Introduction.....	8
2.1. Parents monitoring and performance of their children in primary schools.....	8
2.3. Influence of parent attendance of meetings and academic performance in Primary schools.....	14

CHAPTER THREE .....	16
METHODOLOGY .....	16
3.0 Introduction.....	16
3.1 Research Design.....	16
3.2 Research Area .....	17
Table 3.1: Showing Sample Size and Sampling Techniques.....	17
3.5. Sampling methods .....	18
3.5.1 Simple random sampling technique .....	18
3.5.2 Purposive sampling technique.....	18
3.6. Data collection .....	18
3.6.1 Questionnaire .....	18
3.6.2. Interviews.....	19
3.7. Research procedure .....	19
3.8. Data analysis .....	19
3.8.1. Quantitative data Analysis .....	20
3.8.2. Qualitative data Analysis.....	20
3.9. Ethical considerations .....	20
CHAPTER FOUR .....	21
DATA ANALYSIS, PRESENTATION AND DISCUSSION .....	21
4.1 Introduction .....	21
4.2 Questionnaires Response Rate .....	22
CHAPTER FIVE .....	27
SUMMARY, CONCLUSION AND RECOMMENDATIONS .....	27
5.1 Introduction .....	27
5.2 Summary .....	27
5.3 Conclusion.....	29
5.4 Recommendations .....	30
5.5 Suggestions for Further Study.....	31
REFERENCES .....	32
David., B (2007) Supervision Social Process: Appleton Century -Crofts. Inc. sNew York (2005). ..	32
APPENDIX 1 .....	36
QUESTIONNAIRE .....	36
Others ( <i>Indicate current level of Education for example P1 TO P7</i> ).....	37



4. Religious affiliation: Anglican Catholic Muslim.....	37
Religious affiliation:.....	40
APPENDIXES III: WORK PLAN SCHEDULE.....	41
APPENDIX IV.....	43
BUDGET ESTIMATES .....	43

## **ABSTRACT**

Parental involvement has hitherto been identified as one of the building blocks of good academic performance of pupils. The rationale for this study is therefore to investigate the influence of parental involvement on academic performance of pupils in Primary schools and it took place in Kibuku district of Eastern Uganda. This study is thus premised on the fact that parental involvement is directly proportional to academic performance of pupils. Specifically the study was focus on the influence of parental monitoring and provision of basic needs on academic performance of pupils. It also looked at the influence of parental attendance of school meetings on academic performance. The study reviewed literature which was in accordance with specific objectives. The study used descriptive research design using both qualitative and quantitative approaches to present data and the study used questionnaires and interviews to collect data from 80 (Eighty) respondents in the study area. The study subjects were selected using simple random and purposive sampling techniques which enabled the researcher collect adequate information that addressed study objectives. Data was collected using interviews and questionnaire.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

This chapter presents information on the background of the study, statement of the problem, objectives of the study, research questions, and scope as well as significance of the study. It also looks at the conceptual framework, limitations and delimitations to the study.

#### **1.1 Background of the study**

It has been noted with major concern amongst educators regarding the level of parental involvement experienced in the education system. Parental involvement globally has come to be recognized as a key process in pupils learning. Many countries have developed strategies aimed at promoting parental involvement in education. The school based management (SBM) emphasizes collaborative efforts among teachers, parents and other stakeholders for improving quality of education (World Bank, 2008). The world declaration on education for all convention held in Jomteins, Thailand in 1990 (Article Seven) also explored ways of enhancing partnerships among key stakeholders such as Governments, the private sector, local communities and households at all levels of education (Bray, 1999). In the developed world such as the USA, evidence of parental involvement in education exists both at home and within the school. The No Child Left behind Act of 2001 recognizes parents' involvement and empowerment in determining the quality of teaching and learning processes in schools (US Department Education and welfare, 2004).

In countries like South Africa, Uganda and Burundi, policies that support parental involvement in education also noted that in South Africa for instance, the Schools Act (Act 84 of 1996) requires all public schools to have elected School Governing Bodies consisting of the Headteacher, teachers, parents, non-teaching staff and pupils (Dubbeldan, 2000). In Burundi, education policies require parents to make financial and in kind contributions for schools while in Uganda despite basic education being a public service, free and mandatory, Universal Primary Education policy of 1997 stipulates parents role at home and school in support of children's learning (MOES, 2008). In Kenya too, successive governments all along have recognized the need to improve learning environment by involving parents. Most recently, the Basic Education

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