

**Parental Involvement, Parent Socioeconomic Status, and
Primary School Children's Literacy Achievement: A Case
of Mbale District in Uganda**

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DECLARATION

I Khaitsa Noirine declare that this dissertation titled “Parental involvement, parent socioeconomic status, and primary school children’s literacy achievement” is entirely my original work and has never been submitted before to this University or any institution of higher learning for an academic award.

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Date.....*9/19/2022*.....

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APPROVAL

This dissertation titled “Parental involvement, parent socioeconomic status and primary school children’s literacy achievement” by Khaita Noirine has been prepared with our guidance and supervision and it is ready for submission to the Higher Degrees committee for examination in fulfillment of a degree in Master of Counseling Psychology under the supervision and with approval of the university supervisors.

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DEDICATION

I dedicate this book to everyone that is concerned about primary school children's literacy achievement. "At the end of the day, the most overwhelming key to a child's success is the positive involvement of parents." -Jane D. Hull-

ACKNOWLEDGEMENT

First and foremost, this work would not have been possible had it not been for God. I am especially indebted to him for being the best parent in the world.

To my mother, “Mom, you’ve put up with a lot, and by a lot, I mean double the amount of parenting you have had to carry. Now that I’m older, I can fully appreciate every sacrifice you have made, and will probably continue to make for me. Thanks for being both my mom and my dad. Your hard work, sacrifice, resilience and not giving up on me is a true definition of a hero pulling her own to reach for the stars. You are my all-time Hero!”

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ABSTRACT

The purpose of the study was to establish the relationship between parental involvement, parent socioeconomic status, and primary school children's literacy achievement. The objectives of this study included; to assess the relationship between parental involvement and primary school children's literacy achievement; to examine the relationship between parent socioeconomic status and primary school children's literacy achievement; to examine the relationship between parent socioeconomic status and parental involvement; to examine the predictive potential of parental involvement and parent socioeconomic status on primary school children's literacy achievement and to establish the mediating effect of parent socioeconomic status in the relationship between parental involvement and primary school children's literacy achievement. The researcher used a cross-sectional descriptive research design where both qualitative and quantitative approaches were employed to analyze data. The main study consisted of 425 primary school pupils from Mbale district. Data was analyzed using descriptive statistics, and cross tabulations. Pearson correlation coefficient was utilized to derive an association among the study variables and findings were presented in pie diagrams and bar graphs and frequency tables. A multiple linear regression analysis to establish the prediction potential of parental involvement and parent socioeconomic status on primary school children's literacy achievement was employed. Confirmation of mediation of Hypothesis five was done using Hayes process model (Hayes, 2017). The study revealed that showed that a weak significant positive relationship existed between parental involvement and primary school children's literacy achievement in Mbale district ($r = .219, p \leq 0.01$); a weak significant positive relationship existed between parent socioeconomic status and primary school children's literacy achievement in Mbale district ($r = .290, p \leq 0.01$); a weak significant negative degree of association existed between parent socioeconomic status and parental involvement in Mbale district ($r = -.158, p \leq 0.01$). Results in the regression analysis revealed that a combination of predictor variables parental involvement and parent socioeconomic status accounted for 15.1% (adjusted R square = .151) variation in primary school children's literacy achievement. Based on the findings, there's need to improve primary children's literacy achievement. This can be done through schools and other development workers working together with professional counselors to respectfully encourage parents and care givers to fully participate in the education process of their children as well as supporting parents and caregivers to improve their family socioeconomic status since it has been noted to affect a children's literacy achievement.

CHAPTER ONE

Introduction

Chapter one explains the Background to the study, Statement of the problem, Purpose of the study, Objectives of the study, Research questions, Scope of the study, Significance of the study, Theoretical and Conceptual Framework.

Background to the Study

The level of literacy a child achieves while in primary school lays a foundation for future academic achievement because it determines the extent to which they will accomplish their targeted goals relevant to activities under instructional environments that are explicit in school, college, and university. It is urged that provision of education at a tender age is paramount in determining the toddlers' future learning success. The participation of parents in literacy development is key in mitigating the consequences arising from concerns of family socioeconomic history and differentiated individual capacities, hence fostering academic performance of all children. Besides parental financial support, parents are expected to facilitate children with continuous encouragement to attending school as well as nurturing children's educational aspirations (Steinmayr, Meiner, Weldeinger, & Wirthwein, 2014).

In 2010, a study was conducted among four countries in the Sub-Saharan Africa, of Burundi, Malawi, Senegal and Uganda to improve actions on primary school learning outcomes. Findings from the study researchers indicated that parents from Uganda were more concerned about providing children basic learning materials as opposed to intense participation in the schooling of their children-where it was established that a third of participants in the study population in Uganda, only one parent took responsibility in pupils schooling.

Significant justification for this included, parents' weak academic attainment, varying school deliverables and knowledge gap for universal primary education guidelines.

In addition to this, there is data suggesting distinctive positive parental beneficence to child development (Edge, Marphatia, Legault, & Archer, 2010). Brown, Michelsen, Halle and Moore (2001) also established that there were chances of getting greater outstanding grades and delight in school among children who had their parents' participation as opposed to children whose parents were not participatory. Brown et al. (2001) added that parents who participate in various activities of their children facilitate children with mental, social and emotional capabilities; and assignments such as reading to children, writing, and letters and number recognition have been indicated in enhancing children language skills and elevated attentiveness in books. McNeal (2001) further emphasizes the relevance of parental engagement in children's academics by stating that, parents creating time to share with their children and participating in their school continuous learning programs devolves essence of schooling and education hence inspiring children's commitment to preeminence.

Kainuwa and Yusuf (2013) posited that in ascertaining accession to education by children, household income plays a vital role regarding the expenses linked to schooling and the learning path ranging from tuition fees, uniform, Parent Teacher Association payments and other economic costs involved in children education.

Family earnings are correlated to various issues including reporting time for school children, how often they go to school, whether they pull out for the time being as well as the period to which they pull off. According to Engle and Black (2008), Poverty is manifested as the major prevailing foremost causative explanation leading to children school dropout. Poverty restricts opportunities to educational accomplishment.

The Uwezo sixth annual assessment report on Uganda (Uganda, U. 2016), indicates that there are diminutive variations in educational outcomes connecting children from families with increased earnings versus those with less earning.

For example, 42% of pupils from wealthier households in P3 – P7 could read and understand an English story as compared to 38% of pupils in the same classes from poorer households.

The report also posited that there are greater variations in the educational results among children acquiring education with corrective efforts from private entities as opposed to their counterparts. For example, in an evaluation of pupils from P3 – P7 who easily comprehended P2 English narrative indicated that 60% of these were from private schools, 49% from public and 45% from community academies.

In a correlation of children aged 3-5 in kindergarten, 47% had attended kindergarten, in comparison to 32% who never attended. The national statistics indicated that pupils in P3-P7 who attended kindergarten had more ability to read P2 narrations. It was noted that restraint, delayed entry, and slow advancement continue to affect Ugandan primary education systems. Though the recommended age at P1 is 6 years, 30% pupils in P1 were aged 8 years and 30% pupils were aged 11.

The Uganda Uwezo report (2016), highlights that although government schools had the highest number of trained teachers at 96% as compared to private schools that were at 91.7% and community schools at 49.8%, they had the highest pupil-teacher ratio at 49.8% as compared to private schools with 26.6% and community schools with 39.1%. Additionally, important to note is that in government schools 81.1% of teachers were present, whereas 90.4% were present in private schools and 77.0% were present in community schools.

Statement of the Problem

Illiteracy is a widespread problem in Uganda according to the Uwezo sixth annual report on Uganda. The principal finding in this report, echoing results from previous years, is that children are not learning.

Children are not acquiring foundational skills of literacy and numeracy consistent with the official curriculum requirements in their country (Uganda, U., 2016). Therefore, the need to pay attention to parental involvement and parent socioeconomic status to achieve primary school children's literacy achievement in Mbale district.

Purpose of the Study

The general objective of conducting this research was to go into detail on the association between parental involvement, parent socioeconomic status and primary school children's literacy achievement.

Objectives of the Study

This study sought to examine the following Hypotheses.

- a) To establish the relationship between parental involvement and primary school children's literacy achievement.
- b) To examine the relationship between parent socioeconomic status and primary school children's literacy achievement.
- c) To examine the degree of association between parent socioeconomic status and parental involvement.
- d) To examine the predictive potential of parental involvement and parent socioeconomic status on primary school children's literacy achievement.
- e) To establish the mediating effect of parent socioeconomic status in the relationship between parental involvement and primary school children's literacy achievement.

Hypotheses of the Study

This study sought to examine the following Hypotheses.

- a) There is a statistical significant relationship between parental involvement and primary school children's literacy achievement.
- b) There is a statistical significant relationship between parent socioeconomic status and primary school children's literacy achievement.
- c) There is a statistical significant degree of association between parent socioeconomic status and parental involvement.
- d) Parental involvement and parent socioeconomic status have a significant effect on primary school children's literacy achievement.
- e) Parent socioeconomic status has a significantly positive mediating effect on the relationship between parental involvement and primary school children's literacy achievement

Scope of the Study

The scope of the study was divided into three sections: subject, geographical and time scope.

Subject Scope

The subject scope was limited to the relationship between parental involvement, parent socioeconomic status and primary school children's literacy achievement constructs.

Geographical Scope

This study was limited to eight primary schools in Mbale district, found in Eastern Uganda.

Time scope

The research was conducted from the month of January 2018 to August 2022. This included selecting the research topic, proposal development, data collection, analysis and report writing.

Significance of the Study

To counselling Psychology profession, there is utilization of information related to parents' participation and various techniques to enlighten head teachers on ways to intensify parental engagement for literacy attainment of their children

Study findings may have feasible and conceptual associations for hereafter of primary school education in Uganda, such as bringing out the responsibilities of head teachers and teachers to enhance parental efforts in the education procedures.

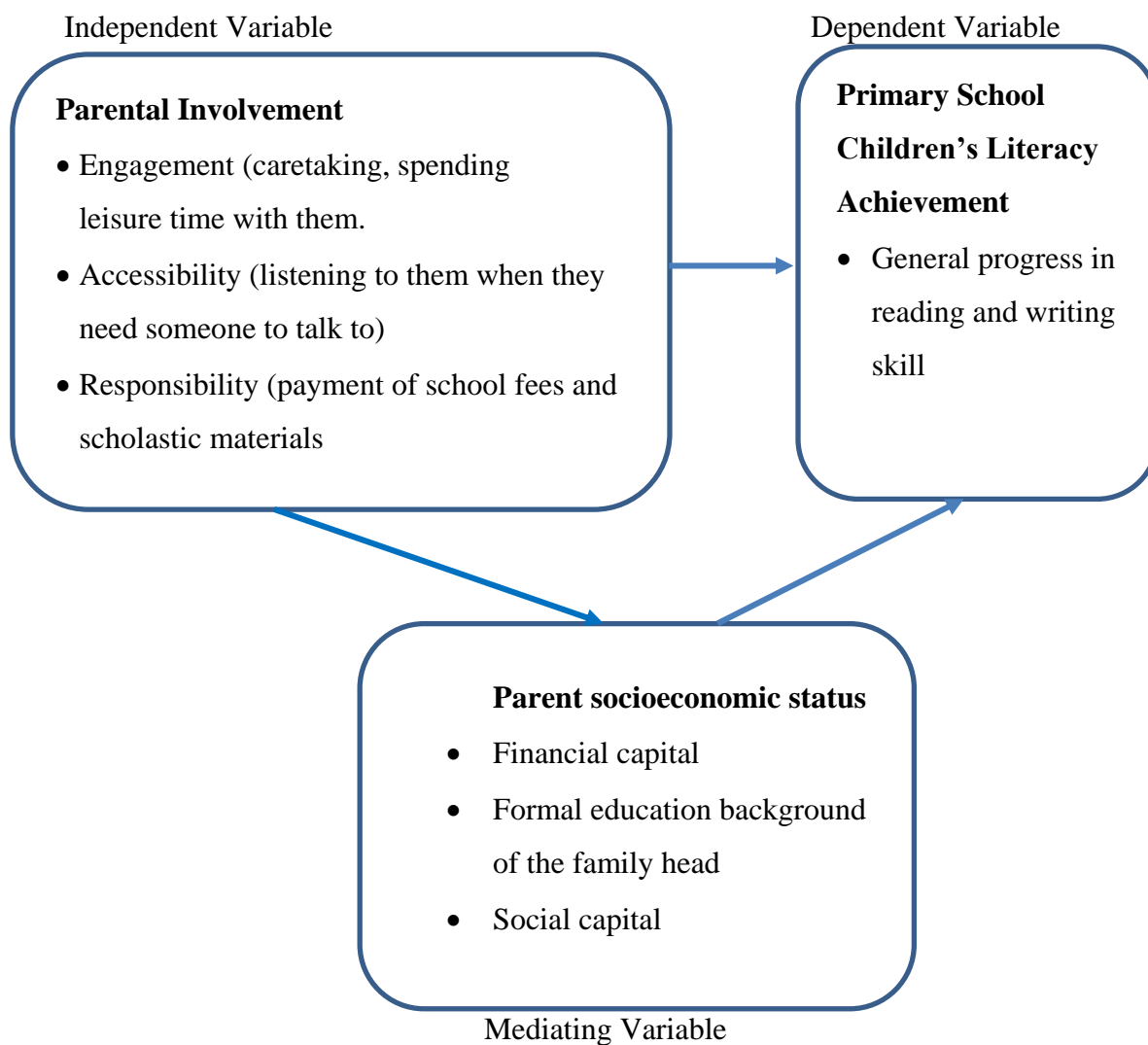
Education policy makers may utilize study results to develop primary school policies relevant to the available systems. The suggestions from the study may foster articulation of policies aimed at empowering parents with control towards the education, decisions in school and connectedness with the school administration. Additionally, the study may impact policies aimed at empowering the socioeconomic standards of parents for instance, enabling families to acquire credit services.

Furthermore, the study findings may enlighten curriculum developers to think of approaches to develop a curriculum on community education aimed at generating income for parents as a strategy to facilitate their socio-economic standards. Such innovations may act as ways to motivate parents on how to take part in their children education processes. The study findings may be utilized by teachers to develop approaches aimed at fostering parental practice in administration decisions.

The research results may enhance a comprehensive connection between parental involvement, parent socioeconomic status and primary school children's literacy achievement and resound the benefit of schools, child development organizations and Counselling psychologists considering the impact that caretakers' support and earning grounds have towards children's literacy output today.

Additionally, Schools, parents and child development organizations that apply the recommended approaches derived from the results of this study should ably support primary school children better regarding their literacy achievement since they will be guided and supported by counselling psychologists on what should be emphasized to improve primary school children's literacy achievement.

To sum it up, it is very worthwhile to conduct an extensive review at the influences of parents' inclusiveness and earning levels to primary children's literacy abilities. All the contributions here realize this goal in an outstanding manner and make them for laymen and experts to a profitable reading.

Figure 1**Conceptual Framework Diagram**

Note: Conceptual framework diagram derived from the Reviewed Literature.

The conceptual framework points out the variables as Parental Involvement (Independent variable), parent socioeconomic status (Mediating variable) and primary school children's literacy achievement (Dependent variable).

Parental Involvement and its dimensions; Engagement, Accessibility, and Responsibility, were derived from Lamb et al. (1987) as cited by Schoppe-Sullivan, McBride and Ho (2004).

Socioeconomic status variables of Financial and Social Capital which is determined by the ability to provide basic needs, level of education especially of the family head were derived from Coleman's earlier concept of social capital, Coleman (1988) and Bourdieu's work (1986) titled forms of capital.

Primary School Children's Literacy Achievement variables were derived from theory of literacy development (Holdaway, 1979) which posited that reading is a natural development stage for all children and it ought to be nurtured by the caretaker and tutor for a child to thrive. The theory proposes that every child has the same ability, but the opportunity is where the differentiation of readers comes into play.

In order to attain primary school children's literacy achievement, high levels of parental involvement and high socioeconomic status of the families should be achieved. This can be enhanced through counselling psychologists offering guidance and counselling services to the involved parties, which include the pupils, their parents, the schools the children attend and other child development institutions.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This section has information in relation to the review of the works of past researchers in the areas of parental involvement, parent socioeconomic status and primary school children's literacy achievement. These concepts interaction has also been considered in the process of conducting the review. This review has been performed to provide a basis suggesting that these concepts have some degree of association and hence a level of interaction and influence could be derived. Additionally, research studies from previous scholars with works on the components relating to Primary School Children's Literacy Achievement were reviewed and considered to bring out more meaningful thoughts in this paper.

Theoretical review

This study was guided by Lamb et al's model of father involvement (Lamb et al., 1987) and three theories; the theory of literacy development (Holdaway, 1979), John Bowlby's Attachment theory cited by Bretherton (1992) and the Social Learning theory by Albert Bandura (Bandura, 1977). Lamb et al. (1987) model cited by Schoppe et al. (2004), conceptualizes father involvement as consisting of three distinct categories: Engagement, Accessibility and Responsibility. Engagement is direct interaction with the child in positive activities such as caretaking, play, or leisure. Accessibility refers to the parent making him/herself available to the child both physically and emotionally for example by listening to them when they need someone to talk to and Responsibility entails provision of resources for ensuring that their off springs are fully supported with payment of school fees and buying scholastic materials.

John Bowlby as cited by Bretherton (1992) in one of his theories of social development (Attachment Theory) in the 1930s posited that infants have an innate need to form an early attachment bond with a caregiver as this plays a big role in influencing their social relationships throughout life. Albert Bandura in his Social learning theory affirms that people can learn any behaviors through observation and modeling. The process of learning through observation involves imitating the deeds of others especially from people who are close to these children, such as parents and peers- as result, there is acquisition of new skills and information by children (Bandura, 1977).

Holdaway in his theory of literacy development (Holdaway, 1979) posits that reading is a natural development stage for all children and it ought to be nurtured by the caretaker and tutor for a child to thrive. The theory proposes that every child has the same ability, but the opportunity is where the differentiation of readers comes into play. Don Holdaway postulate that children easily learn forms of reading when they are being read to and by observing parents and teachers-thus, children require a literacy –rich environment sufficient with print. The applicability of the theory of literacy development involves parents and educators.

- a) For parents: The theory suggests that the parents should ensure rich home literacy environment, parent-child interactions of modeling and reinforcing reading attempts.
- b) For educators: Theory of literacy development posits that educators should label key items around the classroom, use classroom management, immersing in meaningful and self-regulations using high quality children’s books, peer interactions, big books, and shared reading.

In this regard, learning and development are not exclusive of the school context and neither should they be anticipated. Therefore, the broadened Primary School Children’s Literacy achievement gap is a complementary effort of both parents and educators where this will enhance and promote learning.

There is need to facilitate and connect with each other to create an effective and complimentary learning support for instance high quality family and academy orientation through parents' full presence during children's early life.

Empirical review

Relationship between parental involvement and primary school children's literacy achievement

A learning process of pupils where parents take part is conceded an indispensable facet in the education systems of various countries like Latin America, Uganda, South Africa, and Ghana (Ssenkasi, & Hassan, 2021). According to the findings in this study, parents possess a big influence on the standards in schools through providing scholastic materials to their children, scrutinizing their exercise books after school, providing them with the necessary guidance or even employing private teachers to attend to them after school. Therefore, for any school improvement attempts, parental involvement is a fundamental aspect for primary school students aiming to heighten their literacy capabilities and parents together with the community are required to play a functioning stance during education.

An enhancement of pupils output by their parents' relevance in their lives through financial backing, psychosocial and inspirational aid smoothen the abilities of children towards education. This serves to emphasize the fact of realizing parental relevance and vitality in the academic success and total functioning of children (Jaiswal & Choudhuri, 2017). Additionally, a study conducted by Gottfried, Schlackman, Gottfried, and Boutin-Martinez (2015) indicates that students excel when parents are associated in the day-to-day school activities as compared to when their parents are not or less concerned about their performance academically. It is further noted that learners whose parents are involved are presumed more consistent in school attendance, remain at school, and complete the academic cycle.

Parents' involvement is a key aspect in overall attainment levels in schools and therefore the school system should be realigned to force parents to get involved in key school activities (Okello, Angol, & Mwesigwa, 2020). According to Tobishima (2018), primary school academic achievement is an especially important educational outcome as it determines later educational attainment. Furthermore, a study by Hassan, Bisaso, Ssekanyo, and Kantono (2020) revealed that one of the causes of poor academic achievement in the Islamic university's primary school are parents have failed to meet their obligations towards their children to support their academic performance. Parents have for example failed to pay the urban charges, pay minimal visits to the school, and attend meetings whenever they are invited by the school.

It should further be noted that children tend to perform better in school if their families continuously support their quality learning and progress in education for a long time (Miedel & Reynolds, 1999). Also, children whose parents support their educational processes through significant interaction and recognition of their growth abilities, tend to grasp and acquire new skills used to communicate with others, which skills can be transferred from home to school contexts. Scholars like Bogenschneider (1997) established that family involvement in the child's learning milestones plays a big role in influencing their academic performance based on the measurements done according to the scores of the child in classroom grades, standardized tests, and ratings of the teacher. Research conducted by Christenson and Sheridan (2001) also established a linkage between parents' who actively engage in the teaching of their little ones to having the capability to be more innovative as opposed to other forms of educational plans. The researchers assert that irrespective of the parents' income, level of education and cultural background, there is desire for participatory teaching processes and watch them thrive in school.

Furthermore, family's involvement and assistance of children both at home and school enables them to attain exceptional grades test scores, improved school attendance, able to finish take home assignments, exhibit positive attitudes and behaviors, display higher graduate rates, and have increased admission levels in higher education.

Christenson (2004) further posited that parental involvement is important because of its potential to foster emergent academic skills development in preschool children. Parental involvement in children's preschool enhances parental knowledge on the operations of the school hence facilitating classroom learning. Instances where participatory actions of parents in the academy routine operations are refined, there is improved development of strong and positive relations between teachers and children, improves positive feelings in the children about the school, as well as strengthening the social and academic development of children which eases learning. More to this, (Clements, Reynolds, & Hickey, 2004) highlights those instances where there are direct benefits, early involvement methods are more likely to determine later involvement which supports the establishment of foundational expertise with associated results.

Marcon (1999) exerts that amidst children of pre-school, improved involvement of parents had an emphatic correlation with the child's early mastery fundamentals. In this study, the concept of parental involvement was expounded by how many responses of "yes" or "no" from four different undertakings by parent-teacher responses including conference attendance, teachers visiting children at home, parents visiting children at school to look at their performance and parents helping children with class activities. This research conducted among impoverished and metropolitan preschoolers indicated that rising family participation had a direct correlation on eloquence development, day-to-day living, and motor skills relevant for preschool children. This analysis investigated parents who were inactively involved to establish whether a positive effect could be recognized.

More so, the same analysis investigated parents who were actively involved, and the findings indicated significance among docile and functional parental participations. Outcomes profess pupils' devotion and readiness for school with ease when there is improved exposure at their residence and institution (Marcon, 1999). Furthermore, the findings from a systematic review (Jeynes, 2005) on intellectual attainment for pupils that had parental fervent teaching engagement presented disparities among students whose parents were disengaged. The evaluation established that involvement of parents was persistently associated with higher test scores and achievement grades. Jeynes, asserts that the achieved findings possess truth for all categories of students including minorities. Children whose parents were highly involved had average standard deviation of .5-.6 greater than their counterparts whose parents were involved to a lesser extent.

Desforges and Abouchar (2003) posited that inclusiveness of parents has vital effects on a child's preliminary years, the relevance of this involvement to a child's academic results proceeds to youthful and adult life. Studies have shown that children whose parents are passionately part of their education especially the middle or high school levels, tend to have better school performance as opposed to those with parents who are less involved. Feinstein and Symons further emphasized this by stating that the concern and involvement of a family in children's learning attributes is a very strong predictor in determining achievement at age 16 (Feinstein & Symons, 1999). Epstein, Simon, and Salinas (1997) also posited that features of Parental Involvement that influence learner's accomplishment Programs and intercessions aimed at attracting families to assist their children with home learning are associated to enhanced achievement of the learners. In a research investigation conducted by Downey (2002) explains that repercussions for parent-child indulgence relayed generational levels of increased involvement of parents required putting parents on pressure to participate.

Downey affirms that children will firmly connect with the school and perform better in instances where parents participated and know each other. While examining this study, Downey investigated various parenting styles such as, democratic, liberal, and dictatorial to establish the correlation to learning accomplishment. It was further established that families which interrelate with students at home bear a substantial impact on their school performance as opposed on how parents interrelate with the school.

Also, associations between parental involvement and student learning have an eminent impact on realization as it is with other combined forms of participation. Setting of higher schooling standards and social functioning for children by the caretakers is an indication of holding higher projections for them. (Fan & Chen, 2001), established that projections and attitudes of parents are better determinants of academic outcomes of children than definite behaviors like participation in school activities. Lipscomb (2011) further argued that there are estimated higher levels of performance and school enjoyment for learners with participatory parents at school in comparison with children whose parents are not participatory. Evidence suggests that children of participatory parents have extensive educational goals and increased motivation to accomplish these goals. Further to that, Henderson and Mapp (2002) stated that there are reduced tendencies of behavioral challenges especially suspension and expulsions for pupils with detached parents.

Parent socioeconomic status and primary children's literacy achievement

More focus has been laid to the conceptual and experimental studies highlighting socioeconomic statuses of household heads and their influence towards children education outcomes. In research investigations conducted by Bourdieu (1986) and Engle and Black (2008), they assert that techniques and the socioeconomic status of family heads are correlated to the accomplishments and recognition of their children's capabilities, where an individual utilizes three expressions of capital: economic, cultural, and social capital.

Hence, a contrast in the accessibility of these expressions of capital beyond families, in the end results in variance of academic accomplishments among children (Buchmann, 2002).

Crosnoe and Cooper argued that underprivileged Children are curbed by the assets that they and their families maintain. Therefore, wealth regulates the magnitude for family to extend investment in academic inquiries (Crosnoe & Cooper, 2010). Bourdieu (1986) further posited that capital can be illustrated in three rudimentary ways which indicate efficient means as beginnings for extra patterns of wealth. Additional categories of wealth management are altered and unrecognized structures that can be drawn further on other categories of capital, such as household income can be utilized to clear arrange thereafter school engagements, to facilitate exceptional and convenient education to promote beneficial social networks. Tittenbrun (2016) also asserted that the cultural capital of an individual can continue to manifest in an exemplified phenomenon, to which artistic means concentrate on “physical capital,” utilizing the formations as a milestone for social stratum where specific demonstrated attributes dwell due to definite class formalities. Disproportions in socioeconomic class are demonstrated in various aspects like physical forms, gestures, and eloquence. More to that, a symbolized characteristic of disproportion is conveyed among patterns of artifacts. Hence, Bourdieu and Tittenbrun discern that the form and artefacts are expressions of bill outcomes to differing accelerations of material resources for which their expansion illustrates an essential contribution to class disparities.

Baron (2006) explains that there are opportunities of acquiring educational credentials among children who come from higher social classes because of their families which makes cultural capital a vital component for school success. Baron urges that having cultural resources influences students to flourish in arithmetic and science for majority of nations and that in instances when cultural resources are diversified in relation to domestic context.

It is urged by Lareau (2011) that ordinary parents demonstrate dissimilar nurturing which portrays collaboration in the parenting practices leading to enhanced abilities of learners along systematic undertakings. Blue –collar workers on the other hand, bear traditional nurturing styles, by accepting learners to practice abilities in a stipulated period of time. Hence, blue-collar workers are known to orient learners with diverse nurturing standards because the styles they implore to childbearing are attributed to acknowledging feasible results by the institution.

Research, for example Disparities in the prevalence of cognitive delay by Hillemeier et al. established the connection among pupils from impoverished families attain career abilities Passively in contrast to those from advanced wealthy settings. In impoverished settings, there are concerns with weaker mental capabilities in the tributes of socio emotional repercussions which result in children living in stricken and unhealthy formations (Hillemeier, Farkas, Morgan, Martin & Maczuga, 2009). Additionally, the school systems in low socioeconomic communities don't always receive enough resources in every form including limited teachers, limited financial resources to run the school, limited educational materials like textbooks, to mention but a few. This negatively affects students' academic progress and outcomes since they do not have all the necessary resources to excel like their counterparts in high socioeconomic communities. Studies have further confirmed enabling atmosphere to contribute to learning results. The probable inclusions of pupils to participate in elevated value classwork exhibited better grades, had passion for school, economized more for advancement as well as resided in exceptional vicinities (Bergen, Zuijen, Bishop & Jong, 2017). Researchers go on to note that a tutor's proficiency and standard instruction tally with learners' accomplishment (Gimbert, Bol, & Wallace, 2007). Unfortunately, pupils from destitute institutions are disadvantaged in having decreased proficient instructors (Clotfelter, Ladd, & Vigdo, 2006).

Additionally, there are studies connecting impoverished home settings to weaker- reduced literacy results and regress as compared to wealthier settings. Learners whose family settings are impoverished join secondary with median aggregates 5 years below those from wealthy families (Reardon, Valentino, Kalogrides, Shores, & Greenberg, 2013). Kainuwa and Yusuf (2013) revealed that pupils from enriched families with advanced literacy are greatly consumed into positivity norms to learning capacity, powerful adaptation, and making use of successful instructional plans than youngsters with caretakers from unprivileged families. The finding revealed unprivileged children possessing high chances of pulling out from school with associations of children from urban communities experiencing hardships in accessing basic needs like water, education which results into unsatisfactory grades and accelerated drop out cases.

Parent socioeconomic status and parental involvement

A study carried out Hill, Nancy and Tyson on the rationale of parents' participation on the influence of children literacy accomplishments revealed factual data expressing increased participation relevant to learning attributes among learners. Literate guardians are easy to grasp learning requirements and attitudes. More so, there is facilitated support by parents during early times of learners which influence their efficacy and relational contents of literacy. With regard to this, children having attachment to wealthy families where there are adequate resources, there are opportunities for equipment of advanced technologies to which renders an enabling atmosphere for academic growth (Hill, & Tyson, 2009). Findings from Fantuzzo, Tighe, and Childs (2000) identified a connection between parents with standardized literacy to be directly influential in the participation of childrearing which is encompassed with joint exploration of adventures for their children. They also explained that regardless of the parental proficient standards, the kind of career and economic growth are religiously key in empowering them to be part of the educational transitions of their children.

Demonstrations from some studies realized a linkage between parental wealth class to motivating them for their children education in comparison to those from destitute household (Safdar, Sher & Iqbal, 2012). To add on, parents from wealthy families are known to be advantageous in ensuring that children utilize the chances of accessing resources that determine education excellence. The justifications for the correlation are explained from various contexts such as the argument that low socioeconomic classes including disparities in income settings elevates the gap between the rich and poor, which consequently result in regressed performance (Kainuwa & Yusuf 2013).

The changing traditions of women who were only known to be housewives, and are now corporate employees, their progressive career growth, concern, care and treatment for their little ones has been affected. Adversely, in comparison to fathers who worked, concentrated as well as masterminds of socioeconomic standards, they are currently on hunt to be part of the pupils' education (Kaufman, 2013). Advocating for such change is a gradual process which requires efforts of more than one stakeholder if there is hope to recover the lost concentration of fathers in being the socioeconomic masters and leads which eventually will guard children against malpractices of rights violations and being taken advantage of.

The mediating effect of parent socioeconomic status on the relationship between parental involvement and primary school children's literacy achievement.

Suggestions from a study by Henderson and Mapp (2007), explain that besides coming from backgrounds with incomes, parents' continuous involvement in children's school enables them to strive for better grades and marks. Children will easily manage to accomplish their school curriculum when there is continuity of guardians in the participation of children's elementary learning as compared to when they are not involved.

It is argued that the socioeconomic levels of parents demonstrate results on how much they will become participatory in the procedures of their children's learning targets (Vellymalay, 2012). Results indicate a control of parent socioeconomic measure towards education accomplishment of children. Vellymalay also confirmed when the parents have elevated wealth class, it increases the likelihood of their association to the children's education milestones as is with those from unprivileged backgrounds. Additionally, in a review done by Sui-Chu and Willms (1996), results indicated that parents' upper-middle class has a notable and constructive connection on how much they will evolve in the businesses relating to the curriculum of their children

The reviewed studies indicate that studies done in Uganda emphasized the overall involvement of parents towards the education of their children in primary schools. However, the link between parental involvement and parent socioeconomic status and their influence on primary school children's literacy achievement has not been given a thought. Thus, the researcher's motivation to conduct a study to establish how parental involvement, parent socioeconomic status and children's literacy achievement are correlated.

CHAPTER THREE

METHODOLOGY

Introduction

The methodology describes the research design employed, target population, sampling technique, sample size, data collection instruments and procedure, measurement of variables, validity and reliability, data management, data analysis, interpretation, and presentation, as well as ethical considerations and study limitations.

Research design

The researcher employed a cross sectional design using quantitative approach because it is relatively inexpensive and requires little time to conduct. The quantitative approach was also used because it provides objective information for a wider sample and takes little time since the study is done once over a short period of time Creswell and Creswell (2017).

Target population

The target population consisted of 2200 primary school pupils spread across eight different schools in Mbale district, supported by Compassion International. This population was obtained from the official Compassion International system where each registered beneficiary's information is stored (Compassion Connect Report, March 2019). According to the Uwezo sixth annual assessment report on Uganda, Eastern Uganda where Mbale district is found was among the bottom 20 worst performing regions in basic literacy and numeracy (Uganda, U., 2016).

Sampling Strategy

Sampling Design

The researcher employed a simple random sampling technique to identify the primary school-going pupils in Mbale district who are supported by Compassion international. This design gave each pupil an equal opportunity to take part (Frerichs, 2008).

This enabled the researcher to obtain an inquiry that was proportional to the study population, because only those willing to score the questionnaire were studied.

Sample Size

The sample size was 327 primary school pupils in Mbale district, relating to the Krejcie and Morgan (1970) sample size determination cited in (Kagaari, Munene & Ntayi, 2010). However, to cater for attrition, the researcher considered an additional sample of 30%. Therefore, the total study participants were $327 + (30\% \text{ of } 327)$ which was equal to 425. (*See appendix for Krejcie and Mogan (1970) table*).

Measurement of variables

The variable of parental involvement was measured on a four-point Likert scale using 76 items adopted from the Parental Involvement Rating Scale (Naseema & Gafoor, 2001). Against every statement are 4 responses with ‘Always True’, ‘Sometimes true’, Rarely true and ‘Never True’ represented using 4 columns.

Parent socioeconomic status variable was measured using ten indicators adopted from Schreiner’s simple poverty scorecard for Uganda (Schreiner’s, M., 2011). The scorecard is used to estimate the assumption that families have disbursements lower than stated poverty level.

Primary School Children’s Literacy Achievement was measured using 32 items adopted from the Reader Self Perception Scale by Henk and Melnick (1995). The scale was modified from a five-Likert scale to a four –Likert scale.

Confirmation of mediation was done using Hayes process model (Hayes, 2017) to establish the significance of the indirect effects.

Research instruments

The researcher conducted a pre-designed survey of questions to measure the perceptions of the respondent since they help in gathering data over a large sample and save time.

Data collection procedure

Following the guidelines from the university, an introductory letter from Department of Psychology introducing a researcher to the administration of the organization (Compassion International) which is in partnership with the projects where the beneficiaries who participated in the research are registered.

The researcher also met with various stakeholders both at Compassion International, which is in partnership with the churches where the assisted beneficiaries are registered, the staff of the specific implementing church partners where the beneficiaries were registered and the primary schools the children went to, to introduce herself and describe the relevance of the study and the procedure to collect data. After pupils that met the criteria of the research had been selected, the researcher got their consent and distributed and retrieved the self-administered questionnaires from only the respondents that were willing to participate in the study. The questionnaires were retrieved as soon as the questionnaires were completed.

The researcher disseminated 425 questionnaires which were filled in as the researcher waited and all the 425 questionnaires were retrieved from every participant who said they were done. During data cleaning and coding, the researcher discovered that only 378 questionnaires were fully filled and valid to be used in the research, representing 88.9%, valid responses.

The participants' feedback percentage is dependable for the study investigation according to (Mugenda & Mugenda, 2003), who urged that for a study to get an overall consideration, feedback of 50 % is sufficient for analysis, 60% reporting is better and 70 % and above is excellent. The remaining 47 questionnaires were not used because they were not fully filled.

Of the 47 questionnaires that were not used, 29 belonged to male pupils and 18 belonged to female pupils.

Table 1

Response rate of the respondents

Questionnaire details	Frequency	Percentage
Returned fully filled questionnaires	378	88.9
Returned not fully filled (unusable) questionnaires	47	11.1
Total number of distributed questionnaires	425	100

Source: Author (2019)

Data Management, Processing, and Analysis

Data management and processing

This process started from the time the questionnaires were printed out. Data collected was coded for confidentiality purposes, cleaned, edited, and entered in the computer using the statistical package for social sciences.

Data analysis

Data was analyzed using descriptive and inferential statistics.

For descriptive statistics, frequency counts, means, mode and graphs were obtained, whereas Inferential statistics involved the Pearson's correlation coefficient to analyze hypothesis 1, 2 and 3 which state that; I) There is a statistical significant relationship between parental involvement and primary school children's literacy achievement.

II) There is a statistical significant relationship between parent socioeconomic status and primary school children's literacy achievement. III) There is a statistical significant degree of association between parent socioeconomic status and parental involvement.

Hypothesis IV, which states that parental involvement and parent socioeconomic status have a significant effect on primary school children's literacy achievement was analyzed using multiple linear regression to establish the prediction potential of parental involvement and parent socioeconomic status on primary school children's literacy achievement. In doing multiple regressions, each variable was entered as a separate step, with the intention of knowing the most effective.

Confirmation of mediation of Hypothesis V, which states that parent socioeconomic status has a significantly positive mediating effect on the relationship between parental involvement and primary school children's literacy achievement was done using Hayes process model (Hayes, 2017) to establish the significance of the indirect effects.

Reliability and Validity

Reliability

A pilot study was carried out in Luzira primary school, a different population with similar sample characteristics to establish the consistency of the data collection instruments in generating the required information.

This was done by issuing 50 questionnaires to the respondents by the researcher in the month of June 2019. With guidance from the supervisor, there was revision and improvement of the questions that seemed unclear to participants prior to a researcher going about the main data collection process. Cronbach Alpha reliability coefficient test which is the most common measure of internal consistence was carried out to measure reliability based on the acceptable value equal or above .70. Nunnally (1967, 1978) as cited by Drost (2011), and the results were as below.

Table 2

Cronbach coefficient Alpha findings

	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No. of Items
Parental Involvement	.776	.803	76
Reading Literacy	.875	.870	32
Writing Literacy	.944	.946	37

Source: primary data (2019)

Reliability statistics for parent socioeconomic status are not indicated because of the nature of the questions in the parent socioeconomic status questionnaire which made it impossible to calculate reliability. The questions were rephrased after the test for reliability showed they were not going to get us the data we were looking for.

Validity

The researcher used standardized tools used by other scholars and adapted them for this study. In addition, the supervisor checked for accuracy and consistency.

Before running the regression for hypothesis 4, the data was tested to ascertain if it met the requirements for regression. Normality was tested using a histogram of the residuals.

Ethical considerations

- I.** Prior to administering the questionnaire, the department of psychology, Kyambogo University offered a letter of credence which was used as identification in the field.
- II.** The following key ethical issues were considered as recommended by Neuman (2007).
 - a.** Participants were informed about the study to make informed consent.

Only those who were willing to participate in the study filled the questionnaires and they were informed that every part of their response was to be used only for academic purposes.

- b.** Respect for confidentiality to ensure respondents' anonymity, names were excluded
- c.** Data collected was coded for confidentiality purposes
- d.** The study report would be availed to interested participating organizations.

CHAPTER FOUR

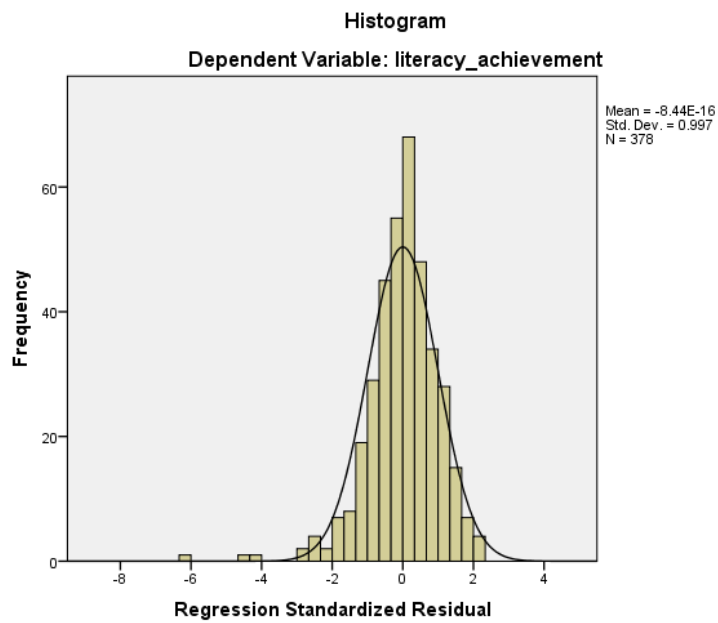
PRESENTATION OF FINDINGS, ANALYSIS, AND INTERPRETATION

Introduction

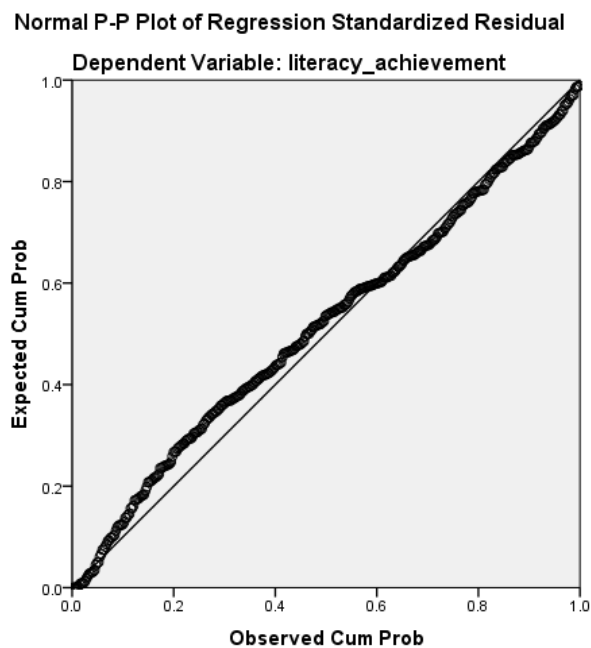
Findings of the study, which examined the relationship among parental involvement, parent socioeconomic status and primary school children's literacy achievement are presented by the researcher. Data is presented through different analyses including descriptive statistics, Pearson correlation, and multiple regression as directed by the study objectives.

Data analysis relayed on study objectives as stated below

- a) To examine the relationship between parental Involvement and primary school children's literacy achievement.
- b) To examine the relationship between parent socioeconomic status and primary school children's literacy achievement.
- c) To examine the degree of association between parent socioeconomic status and parental involvement.
- d) To examine the predictive potential of parental involvement and parent socioeconomic status on primary school children's literacy achievement.
- e) To establish the mediating effect of parent socioeconomic status in the relationship between parental involvement and primary school children's literacy achievement.

Figure 3**Test for normality of data**

Note: The histogram in figure 3 above shows that the residuals were normally distributed and so data normally distributed

Figure 4**Test for linearity of data**

Note: The p-p plot in figure 4 above shows that the data was linear enough, therefore, data met the key requirements of multiple regressions.

Demographic characteristics of the Respondents

The researcher queried the respondents about their age, gender Grade/Class and the type of school they went to.

Table 3

Classification of respondents by age-groups

Age bracket	Frequency	Percentage (%)
below 10	46	12.2
10-12	254	67.2
13 and above	78	20.6
Total	378	100.0

Source: primary data (2019)

The data shows a great number of interviewees were 10 years and beyond (87.8%) and of these 87.8%, 67.2% were among the age group of 10-12 years old. Such results explain that most of the information that was provided in the study had more opinions from participants, who are above the age of 9 years.

Table 4

Clarification of the respondents by gender

Gender	Frequency	Percent
Male	163	43.1
Female	215	56.9
Total	378	100.0

Source: primary data (2019)

The results also show that female participants were the most interviewed with (56.9%). This means that most of the information that was provided in the study had more of the girl-child opinion.

Table 5

Classification of the respondents of the fully filled questionnaires by class

Class	Frequency	Percentage
P3	17	4.5
P4	146	38.6
P5	178	47.1
P6	37	9.8
Total	378	100.0

Source: primary data (2019)

Findings indicated above revealed participants in P4 and above were greater with (95.5%) with the majority of these in P5 (47.1%). This means that most of the information that was provided in the study had more opinions of respondents from upper primary.

Table 6

Clarification of the respondents by the type of school they go to

Type of School	Frequency	Percent
Government School	332	87.8
Private Day School	42	11.1
Boarding School	4	1.1
Total	378	100.0

Source: primary data (2019)

Results indicate 87.8% of participants attended government schools, 11.1% attended private day schools and 1.1% attended private boarding schools.

Relationship among study variables

The relationship among the study variables was first explored before regression analysis was done to establish variable relationships by running the Pearson correlation coefficient. Below are descriptive statistics explaining study variables

Table 7

Showing Descriptive Statistics of the Study Variables (n=378)

Variable	Min	Max	Mean	STD	Variance
Parental Involvement	176	262	209.9	13.2	174.7
Parent socioeconomic Status	12	37	25	5.3	28.1
Literacy Achievement	73	284	237.1	27.5	757.6

Source: primary data (2019)

The average score for parental involvement for the data that was analyzed was 209.9 with a 13.2 standard deviation with an average score of 152 according to the tool. The average score for parent socioeconomic status for the data that was analyzed was 25 with a 5.3 standard deviation, with an average score of 20 according to the tool. The average score for literacy achievement for the data that was analyzed was 237.1 with a 27.5 standard deviation, with an average score for literacy achievement of 142 according to the tool.

Table 8

Correlation matrix of the study variables (n=378)

		1	2	3	4	5	6	7
Age (1)	r	1						
Gender (2)	r	.097	1					
Class (3)	r	.099	.143**	1				
Type of School (4)	r	.036	.023	.099	1			
Parental Involvement (5)	r	-.047	.041	.075	-.068	1		
Parent Socioeconomic Status (6)	r	-.001	.071	-.045	.100	-.158**	1	
Primary School Children's Literacy Achievement (7)	r	.000	.116*	.096	.092	.219**	.290**	1

Source: primary data (2019)

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

**.* Correlation is significant at the 0.05 level (2-tailed).

Positive values point out a positive relationship between different variables for example, gender and class, gender and literacy achievement, parental involvement, and literacy achievement and between parent socioeconomic status and literacy achievement. Negative values on the other hand point to a negative relationship between different variables, for example, parent socioeconomic status and parental involvement. From the data, correlation establishments among different variables were as follows; Gender and class was $r = .143$, $p \leq 0.01$, Gender and literacy achievement was $r = .116$, $p \leq 0.01$, parental involvement and primary school children's literacy achievement was $r = .219$, $p \leq 0.01$.

Parent socioeconomic status and primary children's literacy achievement was $r = .290$, $p \leq 0.01$. The correlation between parent socioeconomic status and parental involvement was $r = .158$, $p \leq 0.01$.

Objective one: To determine the relationship between parental involvement and primary school children's literacy achievement.

The researcher had hypothesized a statistical significant relationship between parental involvement and primary school children's literacy achievement. The findings in Table 8 show that the relationship between parental involvement and primary children's literacy achievement was $r = .219$, $p \leq 0.01$, indicating a significant positive relationship existed between parental involvement and primary school children's literacy achievement.

This suggests that an improvement in parental involvement is associated with an improvement in primary school children's literacy achievement.

Objective two: To determine the relationship between parent socioeconomic status and primary school children's Literacy Achievement

The researcher had hypothesized a statistical significant relationship between parent socioeconomic status and primary school children's literacy achievement. The findings in Table 8 show that the relationship between parent socioeconomic status and primary children's literacy achievement was $r = .290$, $p \leq 0.01$, indicating a significant positive relationship existed between parent socioeconomic status and primary school children's literacy achievement. This suggests that an improvement in parent socioeconomic status is associated with an improvement in primary school children's literacy achievement.

Objective three: To examine the degree of association between parent socioeconomic status and parental involvement.

The researcher had hypothesized a statistical significant correlation between parent socioeconomic status and parental involvement. To establish this relationship, Pearson correlation analysis was used.

The findings in table 8 above show that the correlation between parent socioeconomic status and parental involvement was $r = -.158$, $p \leq 0.01$, indicating, a significant negative degree of association existed between parent socioeconomic status and parental involvement. Findings portray higher parent socioeconomic status being correlated with lower parental involvement.

Objective four: To determine the predictive potential of Parental involvement and parent socioeconomic status on primary school children's literacy achievement.

The researcher aimed to establish the predictive potential for Parental Involvement and parent socioeconomic status on Primary School Children's Literacy Achievement. The hypothesis had assumed that Parental involvement and parent socioeconomic status significantly predict primary school children's literacy achievement. To confirm this, a multiple regression analysis was used. In doing multiple regressions, each variable was entered as a separate step, with the intention of knowing the most effective. The findings are shown in Table 9 below.

Table 9

Hierarchical regression results of the variables

		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	B	t	Sig.
Step 1	(Constant)	141.451	22.041		6.418	.000
	Parental Involvement	.456	.105	.219	4.347	.000
Step 2	(Constant)	75.362	22.875		3.294	.001
	Parental Involvement	.565	.100	.271	5.644	.000
	Parent socioeconomic Status	1.727	.250	.332	6.917	.000

Dependent variable: primary school children's literacy achievement

R	.394
R square	.156
Adjusted R square	.151
F statistics	47.843
Sig.	.000

N=378

Source: primary data (2019)

Parental involvement (beta = .271, sig. \leq .01) implies parental involvement has a significant relationship with primary school children's literacy achievement. Parent socioeconomic status (beta = .332, sig. \leq .01) implies that parent socioeconomic status has a significant relationship with primary school children's literacy achievement.

Parental involvement and parent socioeconomic status can predict 15.1% of the variation in primary children's literacy achievement (adjusted R square =.151).

These results showed that the regression model was both statistically significant and had a good fit of the data gathered from the field ($F=47.843$, $\text{sig} \leq .01$).

Among the predictors, parent socioeconomic status ($\text{beta} = .332$, $\text{sig} \leq .01$) is a better determinant of primary school children's literacy achievement than parental involvement ($\text{beta} = .271$, $\text{sig} \leq .01$). These results also imply that the other remaining percentage (84.4%) of the variance in primary school children's literacy achievement is affected by other variables other than those studied under this study by the researcher.

Objective five: to establish the mediating effect of parent socioeconomic status in the relationship between parental involvement and primary school children's literacy achievement.

The researcher had hypothesized parent socioeconomic status having a significant positive mediating effect on the relationship between status parental involvement and primary school children's literacy achievement. Confirmation from the mediation was done using Hayes process model (Hayes, 2017) to establish the significance of the indirect effects and results are as below.

Run MATRIX procedure:

***** PROCESS Procedure for SPSS Version 3.4.1 *****

Written by Andrew F. Hayes, Ph.D. www.afhayes.com
 Documentation available in Hayes (2018). www.guilford.com/p/hayes3

Model : 4
 Y : Lnlitach
 X : LnParinv
 M : Lnsoceco

Sample
 Size: 378

OUTCOME VARIABLE:

Lnsoceco

Model Summary

	R	R-sq	MSE	F	df1	df2	p
	.0995	.0099	.0483	3.5613	1.0000	356.0000	.0600

Model

	coeff	se	t	p	LLCI	ULCI
constant	1.2942	.2083	6.2130	.0000	.8846	1.7039
LnParinv	-.3885	.2058	-1.8871	.0600	-.7933	.0164

Standardized coefficients

	coeff
LnParinv	-.0995

OUTCOME VARIABLE:

Lnlitach

Model Summary

	R	R-sq	MSE	F	df1	df2	p
	.4084	.1668	.0104	35.5338	2.0000	355.0000	.0000

Model

	coeff	se	t	p	LLCI	ULCI
constant	.5204	.1019	5.1073	.0000	.3200	.7207
LnParinv	.5262	.0961	5.4751	.0000	.3372	.7152
Lnsoceco	.1705	.0246	6.9233	.0000	.1220	.2189

Standardized coefficients

	coeff
LnParinv	.2666
Lnsoceco	.3371

***** TOTAL EFFECT MODEL *****

OUTCOME VARIABLE:

Lnlitach

Model Summary

	R	R-sq	MSE	F	df1	df2	p
	.2330	.0543	.0118	20.4406	1.0000	356.0000	.0000

Model

	coeff	se	t	p	LLCI	ULCI
constant	.7410	.1030	7.1971	.0000	.5385	.9435
LnParinv	.4600	.1017	4.5211	.0000	.2599	.6601

Standardized coefficients

	coeff
LnParinv	.2330

***** TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y *****


```

Total effect of X on Y
      Effect      se      t      p      LLCI      ULCI      c_ps      c_cs
      .4600      .1017      4.5211      .0000      .2599      .6601      4.1232      .2330

Direct effect of X on Y
      Effect      se      t      p      LLCI      ULCI      c'_ps      c'_cs
      .5262      .0961      5.4751      .0000      .3372      .7152      4.7168      .2666

Indirect effect(s) of X on Y:
      Effect      BootSE      BootLLCI      BootULCI
Lnsoceco      -.0662      .0385      -.1379      .0165

Partially standardized indirect effect(s) of X on Y:
      Effect      BootSE      BootLLCI      BootULCI
Lnsoceco      -.5936      .3512      -1.2576      .1357

Completely standardized indirect effect(s) of X on Y:
      Effect      BootSE      BootLLCI      BootULCI
Lnsoceco      -.0335      .0197      -.0704      .0078

***** ANALYSIS NOTES AND ERRORS *****

Level of confidence for all confidence intervals in output:
 95.0000

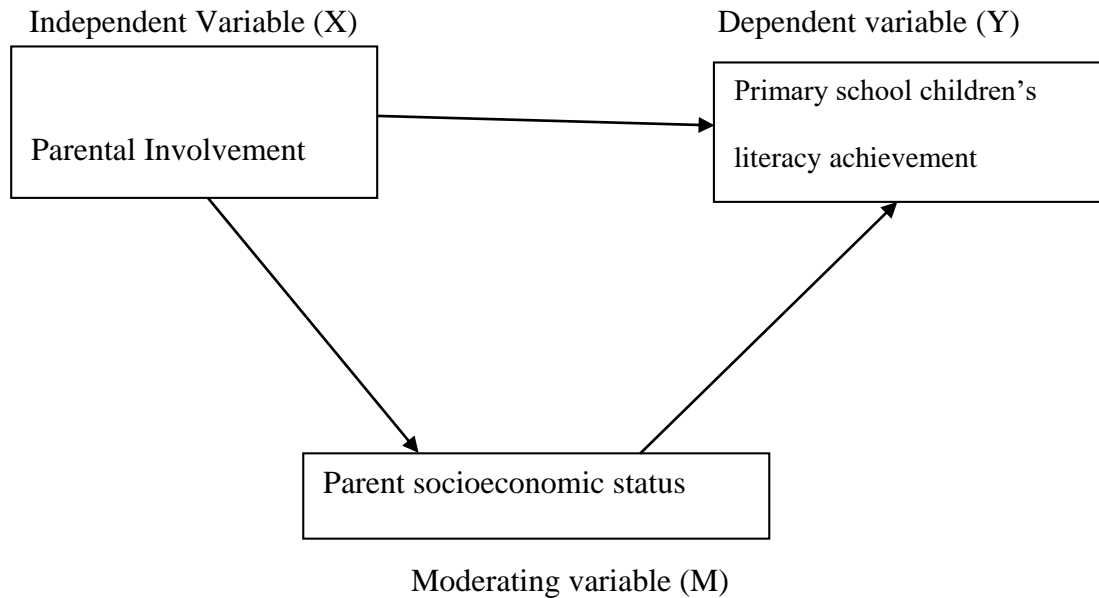
Number of bootstrap samples for percentile bootstrap confidence intervals:
 10000

----- END MATRIX -----

```

Figure 5

Final test of mediation results



Parental involvement and primary school children's literacy achievement

The direct effect from parental involvement to primary school children's literacy achievement was positive and significant ($b=0.5262$, $se.=0.0961$, $p \leq .000$). This indicates that parents with higher parental involvement support their children achieve higher literacy achievement (*Source of data: Run Matrix procedure on page 39 and 40*).

Parental involvement and parent socioeconomic status

The simple regression, parental involvement goal was not found to be a significant predictor of parent socioeconomic status ($b=-0.3885$, $se.=0.2058$, $p \leq 0.060$). In the path model, this coefficient portrays an indirect effect between parental involvement and parent socioeconomic status (*Source of data: Run Matrix procedure on page 39 and 40*).

Parental involvement and parent socioeconomic status on primary school children's literacy achievement

We see that in the second regression, both parental involvement goals ($b=0.5262$, $se.=0.0961$, $p<0.000$) and parent socioeconomic status ($b=-0.1705$, $se.=0.0246$, $p<0.000$) are significant, positive predictors of literacy achievement. These coefficients reflect the direct effects of both parent socioeconomic status and parental involvement goals on literacy achievement within the path model. Unstandardized indirect effect of social-economic status is -0.0662 and the total effect of X on Y, computed as $DE + IE = (0.5262 + -0.0662) = 0.46$ (*Source of data: Run Matrix procedure on page 39 and 40*). The unstandardized indirect effect (-0.0662) of parent socioeconomic status is determined as the product of the paths a. (-0.3885) and b. (0.1705) from the regression models. This is the total effect of X on Y, computed as $DE + IE = (0.5262 + -0.0662) = 0.46$.

Since zero (the null) does not fall between the lower and upper bound of the 95% confidence level we infer that total effect of parental involvement on literacy achievement is significantly different from zero.

The level of confidence for all confidence intervals in output: 95.0000 (*Source of data: Run Matrix procedure on page 39 and 40*)

Conclusively, it should be noted that parental involvement and primary school literacy achievement have a significant relationship, while there is a weak mediation between parent socioeconomic status and parental involvement. So, if the parental involvement is not good then it can affect literacy achievement.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

Introduction

Discussion of results are made by the researcher and relayed on the theoretical framework used in the study, related literature review and objectives of the study to draw conclusions as well as suggest recommendations for further utilizations. The aim of conducting this study was for the researcher to establish the correlations between parental involvement, parent socioeconomic status and primary school children's literacy achievement among primary school pupils in Mbale district. The study achieved a 100 % response rate with answers to questions provided for by respondents being summarized according to the study hypothesizes.

Discussion

Among the demographic details in table 8, the findings indicate that a significant positive relationship existed between gender and primary school children's literacy achievement.

Hypothesis one

The researcher had hypothesized a statistical significant relationship linking parental involvement to primary children's literacy achievement. To establish this relationship, the researcher used a Pearson correlation analysis and results in table 8 revealed that a significant positive relationship existed between parental involvement and primary school children's literacy achievement.

These results align with Holdaway (1979) in the theory of literacy development, where Holdaway asserted that reading is a natural development for all children and that it must be fostered by the caregiver for a child to be as successful as possible.

The theory suggests that the parents should ensure rich home literacy environment, parent-child interactions of modeling and reinforcing reading attempts. To add on, Holdaway assert that parents facilitate a vital responsibility in the nurturing process of their children's academic goals through financial support, fostering attendance as well as motivating them to flourish. Holdaway further elaborates that to alleviate the effects of factors of socioeconomic history as well as personal diversities which improve excellent knowledge overall children as well as some who are vulnerable to poor literacy, parental involvement in literacy development is critical. In agreement to the above, is Lee and Bowen (2006), who explain the influence parents have over their children's literacy achievement through modelling, where children watch and learn certain traits or habits from their caregivers and other adults present in their lives. Parents may for example read bedtime stories to their children when they are still little. They can also actively participate in the set reading hour by also reading or writing when the children are doing the same. Because children learn by modelling, they will with time imitate their parents and this will eventually positively impact on their literacy achievement. Children whose parents are not available to do this with their children because they are either absentee parents or they are busy with everything else but spending time with their child will miss out on such learning opportunities and this limits their ability of literacy achievement as compared to their counterparts whose parents are available. Lee and Bowen (2006) further state that children also learn by doing. When a child actively participates in an activity, they will get better at it. Like some common people have said, "practice makes perfect." This is said to mean that if you practice something enough, you will eventually be able to do it perfectly. It is like learning to walk. Babies will fall a few times, but they will eventually walk if they continue practicing walking. In the same way, when caregivers provide a conducive literacy environment for their children and enforce it, the children from such homes will get better at reading and writing with practice.

Children whose caregivers are not involved in doing so will definitely miss out on the opportunity to improve their literacy levels.

According to Bachman and Votruba-Drzal (2010), they urge that children have greater chances of attaining standard grades when their parents participate in the educational processes as opposed to children that have parents whose participation is limited.

Additionally, Brown explains that parent's involvement in the intellectual and psychological development as well as reading, helping with class work is connected to elevating a child's abilities, skills and interest in academics. The results also agree with a study done by Williams (2010), who established the relevance of parents taking part in the educational milestones of their children early enough in life so as to elevate their learning accomplishments. He adds, some critical approaches for parental involvement require direct parental engagement during the milestones of children education regardless of where they are which aides in rehearsing and supporting the children to prepare for school times.

Furthermore, Clements, Reynolds, and Hickey (2004), assert that on top of fast learning benefits, early engagement patterns have a later involvement relevance in facilitating foundational abilities that facilitate continuous impact. Marcon (1999) cited by Williams (2010), posits that children in pre-school whose parents' involvement is elevated have a positive correlation in the mastery of basic early academic skills. Williams (2010), assert that in order to refine early childhood learning excellence, there must be full parental participation and enabling communication and connectedness both at home and school to which parents are required to invest in early enough, get involved in dropping and picking children ready to learn. Such children adopt and appreciate the learning experience with desire and positive feelings to learn and are greatly thought to flourish in school as characterized by exceptional performances.

According to Powell, Son, File and San Juan (2010), who reviewed existing results in agreement with Christenson (2004) whose study emphasized reliable attributes of parents in enhancing emergent skills of academic development among preschool children. Additionally, Christenson explains that full participation of parents during children's kindergarten times improves them with knowledge and understanding about the activities of the school, thus putting parents in a better position to facilitate classroom learning. Besides, when there is parental engagement in the learning process of children, it enhances healthy collaborations, promotes children's significant attributes on the school environment, and builds confidence in their social- academic development.

Hypothesis two

The study had hypothesized a statistical significant relationship between parent socioeconomic status and primary school children's literacy achievement. To establish this relationship, Pearson correlation analysis was used and the findings in table 8 revealed that a positive low relationship existed between parent socioeconomic status and Primary school children's literacy achievement. These results suggest that a positive change in parent socioeconomic status was related to and could lead to increase in primary school children's literacy achievement.

This means, increased income of parents provides greater opportunities for them to devote to children's teaching processes in distinct to parents whose income is low. Ferguson (1991) elaborates that with availability of finances; parents whose income is stable can enroll and pay for their children's basic school requirements without hustle. He continues to explain that the financial status of parents eases their ability to pay school fees and acquire scholastic materials for their children.

Such children will not be sent home for lack of the above requirement, which allows the child ample time to concentrate in school.

However, Parents who have decreased incomes will have a hard time to in position to pay school fees in time or may not be able to pay it at all. They may also not have enough money to acquire the basic required scholastic materials for their children. Because of the parent's failure to meet the school's requirements, children from such families will always be sent back home for these things. While they are away from school, they will miss out on some classes and other school activities which negatively impacts on their literacy achievement.

Additionally, parents with a high socioeconomic status will most likely also be in position to go an extra mile to cater for other opportunities provided to the children by the school, to better their learning at an extra cost. These opportunities include but are not limited to; school tours where children are taken to the field to see and experience what they are taught in class. For example, children taught about fishing as an economic activity can be taken to a landing site to see how fishing is done and interact with those dealing in the trade. During the tour, they will have a chance to receive firsthand information from those involved and they will be allowed to ask any questions related to the same. This gives them deeper insight into, and richer understanding of such topics and consequently gives them more confidence to express themselves on such subjects. Children whose parents cannot pay for such extra activities will miss out on this opportunity, which definitely impacts their literacy achievement negatively.

Furthermore, parents with high socioeconomic status can pay for extra classes where children are given special attention during extra time outside the normal class time. This can either be after school hours or during the weekends when they are not going to school. In these extra classes, children receive further explanation of details they were not given in class and are encouraged to ask questions about concepts they did not understand in class. These extra classes give the children a better understanding of whatever they are being taught in class and consequently improve their level literacy achievement.

Because parents with low socioeconomic status can't afford these extra classes, their children will not have a chance to receive special attention for better understanding of what they learn in class, and this negatively impacts on their literacy achievement.

A study done by Kainuwa, and Yusuf (2013), revealed that parents who have utmost reliable income and elevated educational standards could have students with much more desire for learning, positive ability mindset, powerful work dedications and are likely to apply reliable learning approaches compared to students who have parents with restraining financial abilities and less education. Additionally, according to Reardon et al. (2013), it is urged that children whose family socioeconomic status is low join high school with average literacy abilities that are 5years below those children who are from high income families and continue to associate this correlation of lower parent socioeconomic status to reduced academic achievement with slight academic progress rates in contrast to communities with higher parent socioeconomic status.

Ndukwu, Ndukwu and Eze (2020) further explains that Children who are from well- to- do families have higher chances of continuing their education as opposed to when children are from impoverished households because tend to not attend or drop after enrolment. More studies indicate that there are greater chances of slowed development of academic skills for children from disadvantaged households as compared to those from groups whose parent socioeconomic status is high (Shala & Grajcevcic, 2018). Furthermore, there is an association between children from low socioeconomic status being linked to having challenges with weak mental development, speech, consciousness, assimilations, under privileges and adulthood health complications. Education systems in a deprived society result in deficient and hindrances towards students learning stimulations and accomplishments (Duncan, Magnuson & Votruba-Drzal, 2017).

Studies further indicate that children whose socioeconomic backgrounds are differentiated have literacy weaknesses which influence their dropout prior to the formal opening of the school. The families' low socioeconomic status inhibits children from experiences that foster their core skill growth like that of proficiency, including dialectal, and speech (Buckingham, Wheldall, & Beaman-Wheldall, 2013). Additionally, Aikens and Barbarin (2008), assert that the initial reading capabilities among children are connected with the learning environment at home, available books and the caretakers' distress. Bradley, Corwyn, McAdoo, and García Coll, 2001; Orr (2003), cited by Claremont and Hughes (2018), established that children from disadvantaged homes have restricted avenues to available materials and experiences that can foster their learning, such as reading texts and mentors to support an ambient learning atmosphere.

Hypothesis three

The study had hypothesized that there is a statistical significant relationship between parent socioeconomic status and parental involvement. To establish this relationship, Pearson correlation analysis was used. The findings in table 8 above showing the correlation between parent socioeconomic status and parental involvement indicate a significant negative relationship existed between parent socioeconomic status and parental involvement. This suggests that a positive change in parent socioeconomic status was related to and could lead to a decrease in parental involvement and negative change in parent socioeconomic status was related to and could lead to an increase in parental involvement.

Although results from the study revealed lack of consonance with the studies that had been reviewed in the literature, they agree with several studies as discussed below.

Yue, Shi, Luo, Chen, and Garth (2017) in a study to examine weakness in mental growth of infants in rural settings and nonexistent of advanced parenting found out that lack of time is one of the most significant factors that affects parent's availability for their children. This is because parents are away most of the time working. Some parents work away from home, others have to do more than one job even when it may pay off financially, it negatively impacts on their availability for their children, and because they are not available, such parents cannot be involved in aspects of parenting that relate to availability and accessibility due to insufficient time and gaps on better nurturing styles which eventually affects literacy achievement of children from such families.

Additionally, Zhao, Wang, Zhou, and Jiang (2018) posited that with regard to the primary rationale of fostering children, the movement of parents because of work experience caused children who are left behind distress, affecting their psychosocial well-being. Movement of parents also caused children emotional adversities resulting from prolonged parent-child separation hence depriving children of the attention and support. The truth is there is no way a parent can be away and same time be fully engaged with daily happenings towards children, because involvement demands presence. As a result, you find parents that have all the wealth they need to provide for all the need of their children but still scoring very low on parent involvement because parental involvement is not limited to just providing for the child.

Zvonkovic, Swenson, and Cornwel (2017) stated that children whose parents spend a lot of time at work revealed that they wanted more time with their parents. They also expressed feelings of loneliness and sadness and were always excited when their parents come back home. This clearly indicates that parents who are away from home because of work are disengaged from the lives of children as is the case with those parents who are always present.

With this evidence, one can say that children from high socioeconomic status families miss out on their parents' involvement in their lives and this negatively impacts on their wellbeing.

Hypothesis four

The study had hypothesized that parental involvement and parent socioeconomic status have a significant effect on primary school children's literacy achievement. To establish this relationship, linear regression analysis was used, and the results in table 9 above revealed that parental involvement and parent socioeconomic status can predict 15.1% of the discrepancy among students' literacy achievement. Research findings therefore suggest that if parental involvement and parent socioeconomic status are improved, they should significantly improve primary children's literacy achievement.

The applicability of the theory of literacy development (Holdaway, 1979) cited by Schoppe et al. (2004) involves parents and educators where parents should ensure rich home literacy environment, parent-child interactions of modeling and reinforcing reading attempts and educators should label key items around the classroom, use classroom management, immersing in meaningful and self-regulations using high quality children's books, peer interactions, big books and shared reading. According to Holdaway, reading is a natural development for all children that must be fostered by the caregiver and educator for the child to be as successful as possible. The theory proposes that every child has the same ability, but the opportunities available to enhance this ability are where the differentiation of readers comes into play.

Considerably, education and advancement are not only limited and anticipated from the school atmosphere. Therefore, broadening of Primary School Children's Literacy achievement gap is a complementary effort of both parents and educators where this will enhance and promote learning and there is need to for such assistance to be interconnected to demonstrate yield.

Provision of the above literacy rich environments and parental involvement is facilitated by parent socioeconomic status and therefore the two aspects of parental involvement and parent socioeconomic status should be given equal attention to able facilitate a child's literacy achievement. A parent will for example, not ably provide a literacy rich environment for their child without money. They will also not be able to find time to be with the child as they support them on their journey of literacy achievement if they are busy doing every available job to make ends meet for their family.

Kuru, Cetin, and Taskin (2016) explained participation of parents as regarded a pivotal issue to elevating the learning competence and capacity of a child because the home environment and that of school contribute to their growth. Thus, a family is considered uncompromised aspect of the school environment and the most important involvement a child needs from their family is their parent's involvement. Additionally, Konstantopoulos and Borman (2011) posited that the considerations of a family are paramount for schools if there must be academic accomplishment, and therefore one environment should not be prioritized over the other. This indicates that the parent's contribution to a child's academic achievement is significant and therefore should not be ignored.

In other studies, Lindberg and Demircan (2013) and Hair et al. (2015), stated that levels of income among households hinder education participation to which such challenges of low income reduce student school entry (whether they go to school or not but also when they go to school in terms of age of starting). parent socioeconomic status also affects children's involvement in school; for example, how often they attend, what time they arrive at school, and whether they write during class time or not. All the above aspects of socioeconomic status affect pupil's learning attainment.

Hypothesis five

The researcher hypothesized that parent socioeconomic status has a significantly positive mediating effect on the relationship between parental involvement and primary school children's literacy achievement. Confirmation of mediation was done using Hayes process model to establish the significance of the indirect effects. The test of mediation on page 39 and 40 showed that both parental involvement and parent socioeconomic status are significant positive predictors of literacy achievement.

Conclusion

The study indicated a significant positive relationship between parental involvement and primary school children's literacy achievement, implying a positive change in the participation of parent was connected to and increases primary school children's literacy achievement. This means parents have a bigger relevance in the upbringing and improvement of learning ambitions among children besides giving school requirements and inspiring them to be victorious.

The research findings also established a significant positive correlation between parent socioeconomic status and primary school children's literacy achievement. This suggests that a positive change in parent socioeconomic status was related to and could lead to an increase in primary school children's literacy achievement.

The research data showed a significant negative relationship between parent socioeconomic status and parental involvement. This suggests that as parent socioeconomic status increases, parental involvement drops. Parents who have a high socioeconomic status are too busy at work which affects their ability to participate in children's everyday engagements. Such parents may score highly on the aspect of responsibility because they have the finances to meet the children's needs but score very low on the other two aspects of Engagement.

These other aspects of Engagement involves things like caretaking, spending leisure time with the children and the aspect of accessibility, which involves things like listening to the child when they need someone to talk to.

The study finally revealed that parental involvement and parent socioeconomic status can predict 15.1% of primary school children's literacy achievement, with parent socioeconomic status revealed as a stronger predictor of primary school children's literacy achievement than parental involvement. The other remaining percentage (84.9%) of the dissimilarity in primary children's literacy achievement could be because of other variables such as pupil's cognitive development, self-motivation and affective factors like opportunities given to them to read or write on behalf of the class, teacher professional development factors like their level of education, to mention but a few.

Recommendations

Recommendations for implementation

There's need to increase children's literacy achievement according to the literature. This can be achieved through Primary schools working together with professional counselors to respectfully encourage parents and care givers to be diligently take part in children's everyday happenings.

There's need to improve parents' socioeconomic status to improve children's literacy achievement. The counselling psychologist professionals should be employed to detect and evaluate different structures which can be tapped into to improve parent socioeconomic status. For example, parents can be linked to institutions which do skills development and training to be trained in skills to improve their employability and earn a living. They can also be pointed to places where they can receive other support, for example in form of soft loans to start businesses.

There's need to encourage parents of high socioeconomic status to be deliberate about actively participating in their children's education. These parents should be helped to understanding that parental involvement is not just about the responsibility of delivering basic requirements but also includes other aspects of engagement which involves spending time with the children and accessibility which involves being available to the children whenever they need them. Parents who are absent because of work demands need services of a counsellor to support them in work-life balance to ensure that no aspect of their lives is neglected at the expense of another.

Recommendations for further research

Future research should be done using a qualitative study approach to elicit rich and in-depth data findings since the researcher limited this study to only probing a link between the three variables (parental involvement, parent socioeconomic status and primary school children's literacy achievement) using a cross-sectional survey design, using a quantitative approach, which limited the scope of the study.

Future research should be done to identify what other factors affect primary school children's literacy achievement. This is because even when this study revealed that both parental involvement and parent socioeconomic status are significant positive predictors of literacy achievement, their prediction rate was only 15.1%. This suggests that the other 84.9% variation is predicted by other factors.

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APPENDICES

Appendix A: Research budget

	Activity/Item	Number of days/pax	Unit cost UGX	Total cost (UGX)	Justification
1.	Printing of tools	45	500	22,500	Study protocols
2.	Photocopying	426	300	185,000	Includes consent forms
3.	Pens	5	500	2,500	For use by research assistants
4.	Pencils	10	300	3,000	For use during training of research assistants
5.	Clear bags	2	3000	6,000	For waterproof protection of study tools
6.	Box files	1	10,000	10,000	Storage of filled and non-filled study tools
7.	Notebooks	2	5,000	10,000	Used during training of research assistants
8.	Flip chart	1	10,000	10,000	Training research assistants
9.	Markers	1	5,000	5,000	Training research assistants
10.	Binding reports	6	20,000	120,000	Hardcover and spiral binding
11.	Transport for research	8 schools	-	2,000,000	Transportation to and from schools
12.	Coordination airtime	10	5,000	50,000	For coordination RAs
13.	Data entry and cleaning	5	100,000	500,000	
14.	Data analysis	5	100,000	500,000	
	TOTAL			5,084,000	

Appendix B: Research work plan

S/ N	ACTIVITY	DATE	PERSON RESPONSIBLE
1.	Proposal submission	17 th August 2018	Noirine
2.	Proposal defense	September 2018	Supervisors and Noirine
3.	Institutional review board (IRB) clearance	October 2018	IRB Committee
4.	Taking the introduction letter from the University to Compassion International and seeking Approval to do the research in some of their assisted implementing church partners.	October 2018	Noirine and the Administration of Compassion International.
5.	Pre-visit to selected implementing church partners	November 2018	Supervisors and Noirine
6.	Preliminary meetings with project staff whose beneficiaries will participate	December 2018	Noirine
7.	Preliminary meetings with project staff whose beneficiaries will have been selected for the study	December 2018	Noirine
8.	Travel to the field for data collection and entry	January 2019	Noirine and research assistants
9.	Data analysis, dissertation writing and submission	February to March 2019	Supervisors and Noirine
10.	Defense of dissertation	March 2019	Noirine
11.	Final correction of dissertation comments and submissions	April 2019	Supervisors and Noirine
12.	Manuscript writing and submissions to journals	April to June 2019	Supervisors and Noirine

Appendix C: Krejcie & Morgan (1970) table for determining sample size

DETERMINING SAMPLE SIZE FOR RESEARCH ACTIVITIES

ROBERT V. KREJCIE
University of Minnesota, Duluth

DARYLE W. MORGAN
Texas A. & M. University

The ever-increasing demand for research has created a need for an efficient method of determining the sample size needed to be representative of a given population. In the article "Small Sample Techniques," the research division of the National Education Association has published a formula for determining sample size. Regrettably a table has not been available for ready, easy reference which could have been constructed using the following formula.

$$s = X^2 NP(1 - P) \div d^2(N - 1) + X^2 P(1 - P).$$

s = required sample size.

X^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841).

N = the population size.

P = the population proportion (assumed to be .50 since this would provide the maximum sample size).

d = the degree of accuracy expressed as a proportion (.05).

No calculations are needed to use Table 1. For example, one may wish to know the sample size required to be representative of the opinions of 9000 high school teachers relative to merit pay increases. To obtain the required sample size enter Table 1 at $N = 9000$. The sample size representative of the teachers in this example is 368. Table 1 is applicable to any defined population.

The relationship between sample size and total population is illustrated in Figure 1. It should be noted that as the population increases the sample size increases at a diminishing rate and remains relatively constant at slightly more than 380 cases.

REFERENCE

Small-Sample Techniques. *The NEA Research Bulletin*, Vol. 38 (December, 1960), p. 99.

TABLE 1
Table for Determining Sample Size from a Given Population

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note. —*N* is population size.
S is sample size.

Appendix D: Research Questionnaires**PARENTAL INVOLVEMENT, PARENT SOCIOECONOMIC STATUS AND
PRIMARY SCHOOL CHILDREN'S LITERACY ACHIEVEMENT RESEARCH
QUESTIONNAIRE****Introduction**

As part of the requirements for the award of the master's degree of counseling psychology of Kyambogo University, students are required to conduct field research and present their findings. In this regard, I am conducting research on parental involvement, parent socioeconomic status and primary school children's literacy achievement.

To help me complete this assignment, if you are willing, kindly provide me with information regarding the study. All your views will be held confidentially, and every part of your response will be used only for academic purposes. As such, you do not have to indicate your name on the questionnaire.

Please complete this Questionnaire and return it to Khaita Noirine by July 4, 2019.

Section A: Parental Involvement Rating Scale

In this section, Parent is used to represent anyone who is the head of your family and is responsible for your stay in school. This may be your biological parent, grand parent, uncle/aunt, brother/sister, etc.

Kindly rate the extent to which your parent(s) is/are involved in matters related to your education by reading each statement below carefully and ticking the box that best represents your response to the statement.

	Statement	Always true	Sometimes true	Rarely true	Never true
		4	3	2	1
PIRS1	My parents like my schooling				
PIRS2	My parents often encourage me to take part in competitive examinations				
PIRS3	My parents' absence at home affects my studies				
PIRS4	My parents have great expectations regarding my studies				
PIRS5	My parents always inquire about my homework				
PIRS6	My parents are very punctual				
PIRS7	Lack of study materials such as dictionary, encyclopedia, etc. creates difficulty in my studies				
PIRS8	My parents consider my opinion when taking decision regarding my education				
PIRS9	My parents take me to the doctor whenever I fall sick				
PIRS10	My parents don't have objection regarding my higher education				
PIRS11	My parents are happy if I represent my school in extracurricular activities				
PIRS12	My father and mother living separately affects my studies				
PIRS13	My parents are of the view that education will get me a job				
PIRS14	My parents do not restrict me from playing				
PIRS15	The education of my parents and their related achievements inspire me for better learning				
PIRS16	Studying in an average/low standard school has affected my overall performance in studies				

PIRS17	As soon as I return from school, my parents provide me food.				
PIRS18	My parents take interest in my studies				
PIRS19	My parents have enough knowledge to recognize the importance of education				
PIRS20	My parents encourage me to be the first in the class				
PIRS21	My parents do not entrust me with other work that affects my studies				
PIRS22	Reading habits of my parents have influenced my reading habit				
PIRS23	My parents are of the opinion that studying textbooks is good and contributes to my passing				
PIRS24	My parents see that my diet is balanced with leafy vegetables, fruits, milk, etc.				
PIRS25	My parents give respect to educated people				
PIRS26	My parents take sufficient attention in my studies				
PIRS27	I feel that my parents have high expectations of my future				
PIRS28	My parents do not do my homework, but they support me do it				
PIRS29	Since my parents speak vernacular, I find it difficult to adjust in school				
PIRS30	My parents encourage me to seek understanding about things I do not understand from elders				
PIRS31	I get sufficient time to study at home.				
PIRS32	My parents do not ask me to do other jobs which would hinder my studies				
PIRS33	When I pass my exams, my parents reward me with gifts				
PIRS34	Quarreling between my parents affects my studies				
PIRS35	My parents do not get angry if I ask things I do not understand				
PIRS36	My parents discuss matters regarding education with each other				
PIRS37	I get enough time for study since I don't have to help my parents with all the work				
PIRS38	My parents' moral support will always be there, regarding my studies				
PIRS39	My parents do not rebuke me if there's no reason at all.				
PIRS40	People at home utilize educational Programmes on TV and Radio				
PIRS41	My parents ensure that no one disturbs me				

	during studies				
PIRS42	My parents discuss with parents of my classmates about my studies				
PIRS43	My parents take part in activities of Parent Teacher Association				
PIRS44	Facilities to study are there at home				
PIRS45	My parents insist that I should be brought up with discipline				
PIRS46	My parents spend sufficient money on my education				
PIRS47	My parents conduct tests on me to know about my level of learning				
PIRS48	During examination time, my parents take special care in my studies				
PIRS49	My parents visit my school during science exhibitions, school day, youth festivals, etc.				
PIRS50	My parents advise me to select hobbies related to my studies such as drawing, stamp collection, reading, etc.				
PIRS51	My parents take due interest in the progress of my school				
PIRS52	My parents are educated enough to clear my doubts				
PIRS53	My parents always enquire about what I study every day				
PIRS54	My parents do not correct my notebooks				
PIRS55	My parents take interest in extracurricular activities, when I talk about it				
PIRS56	My parents are not busy with other work during my study time at home				
PIRS57	My parents encourage me to rest when I am tired				
PIRS58	My parents have set a time table for my study				
PIRS59	My parents request the teacher to take special care in my studies				
PIRS60	My parents like me talking about my friends				
PIRS61	My parents will be with me during my study hours at home				
PIRS62	My parents wake me up early morning to study				
PIRS63	My parents usually talk with my teachers even outside the school				
PIRS64	My parents enquire about the marks I scored in examinations				
PIRS65	My parents compel me to read after school hours				
PIRS66	My parents give due importance to the suggestions given by teachers about my studies				

PIRS67	At least one of my parents make it a point to be at home during my home study hours				
PIRS68	My parents have set a special room for me to study				
PIRS69	My parents inform my teachers in advance about my absence from school				
PIRS70	My parents like me going for extra classes				
PIRS71	My parents listen when I read my lessons				
PIRS72	My parents buy newspapers and children's magazines				
PIRS73	My parents feel that extra classes are useful				
PIRS74	My parents provide me with question banks, workbooks, files, etc.				
PIRS75	My parents become angry if I ask for notebooks, pens, pencils, etc.				
PIRS76	My parents take effort to keep a good relationship with my teachers				

SECTION B: SOCIOECONOMIC STATUS

In this section, for purposes of this study,

Listed below are statements about socioeconomic status. Please read each statement carefully. Then Tick in the box that shows your response

	Statement	1	2	3	4
SES1	How many members does your household have? Four or more Three Two One				
	Statement	1	2	3	4
SES2	Do all the children ages 6 to 18 years currently attend school (government, private, NGO/Religious or Boarding)? Not all attend All attend government schools No children ages 6 to 18 All attend and one or more attend a private, NGO/religious, or boarding school				
	Statement	1	2	3	4
SES3	What is the highest grade the female spouse or head completed? No female head/spouse P.6 or less, or none P7 to Senior six Higher than Senior six				
	Statement	1	2	3	4
SES4	What is the major construction material of your house at home? Trampoline (Tent material) Thatch (e.g. grass, banana fibers, reeds) Iron Sheets Tiles				
	Statement	1	2	3	4
SES5	What is the major construction material of the outside wall of your house? Unburnt bricks, mud and poles, thatch, reeds Burnt bricks with mud Burnt bricks with Cement cement blocks				

	Statement	1	2	3	4
SES6	What is the main source of lighting at home? Firewood Tadooba, Paraffin lantern Electricity (grid, generator, solar)				
	Statement	1	2	3	4
SES7	What is the type of toilet that is mainly used in your household? None (use of polythene bags) Bush Pit latrine Flush toilet (private or shared), or other				
	Statement	1	2	3	4
SES8	Does any member of your household own electronic equipment (e.g. TV, Radio, Cassette, etc.) at present? None Radio only TV Radio, TV, Video player				
	Statement	1	2	3	4
SES9	Does every member of your household have at least, One sets of clothes? Two sets of clothes? Three sets of clothes? Four or more sets of clothes?				
	Statement	1	2	3	4
SES10	Does every member of your household have one pair of shoes? No pair of shoes One pair of shoes Two pairs of shoes Three or more				

Section C: Literacy Achievement (READING)

In this section, for purposes of this study, literacy is seen as a unitary process with two complementary aspects, reading and writing.

Listed below are statements about reading. Please read each statement carefully. Then Tick in the box that shows how much you agree or disagree with the statement on a scale of 1-5

4 = Strongly Agree 3= Agree 2 = Disagree 1 = Strongly Disagree

	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
		4	3	2	1
PROGRESS					
PR1	When I read, I don't have to try as hard as I used to.				
PR2	I am getting better at reading.				
PR3	When I read, I need less help than I used to.				
PR4	Reading is easier for me than it used to be.				
PR5	I read faster than I could before				
PR6	I understand what I read better than I could before.				
PR7	I can figure out words better than I could before.				
PR8	I read better now than I could before				
PR9	When I read, I recognize more words than I used to				
	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
		4	3	2	1
OBSERVATIONAL COMPARISON					
OC1	I read faster than other pupils				
OC2	When I read, I can figure out words better than others.				
OC3	I seem to know more words than others when I read.				
OC4	I understand what I read as well as other kids do				
OC5	I read better than other kids in my class				
OC6	I read more than other kids				
	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
		4	3	2	1
SOCIAL FEEDBACK					
SF1	I can tell my teacher likes to listen to me read				

SF2	My teacher thinks my reading is fine.				
SF3	My classmates like to listen to me read				
SF4	My classmates think I read pretty well				
SF5	People in my family think I am a good reader				
SF6	My teacher thinks I am a good reader.				
SF7	Other kids think I am a good reader				
SF8	People in my family think I read pretty well.				
SF9	People in my family like to listen to me read				
	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
		4	3	2	1
	PHYSIOLOGICAL STATES				
PS1	I like to read aloud.				
PS2	I feel good inside when I read				
PS3	Reading makes me feel happy inside				
PS4	I feel calm when I read.				
PS5	I feel comfortable when I read.				
PS6	I think reading is relaxing				
PS7	Reading makes me feel good				
PS8	I enjoy reading.				
	Overall				
	I think I am a good reader				

SECTION D: LITERACY ACHIEVEMENT (WRITING)

In this section, for purposes of this study, literacy is seen as a unitary process with two complementary aspects, reading and writing.

Listed below are statements about writing. Please read each statement carefully. Then Tick in the box that shows how much you agree or disagree with the statement on a scale of 1-5

5 = Strongly Agree 4= Agree 2 = Disagree 1 = Strongly Disagree

	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
		4	3	2	1
GENERAL PROGRESS					
GPR1	Writing is easier for me than it used to be.				
GPR2	I am getting better at writing				
GPR3	I need less help to write well than I used to				
GPR4	I write better now than I could before.				
GPR5	My writing has improved				
GPR6	My writing is better than before.				
GPR7	It's easier to write well now than it used to be				
GPR8	The organization of my writing has really improved				
	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
		4	3	2	1
SPECIFIC PROGRESS					
SPR1	The words I use in my writing are better than the ones I used before				
SPR2	My descriptions are more interesting than before				
SPR3	My sentences stick to the topic better now.				
SPR4	When I write, the sentences and paragraphs fit together better than they used to				
SPR5	The order of my sentences makes better sense now				

SPR6	My writing is clearer than it used to be				
SPR7	I choose the words I use in my writing more carefully now				
	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
		4	3	2	1
OBSERVATIONAL COMPARISON					
OC1	I write better than other kids in the class				
OC2	When I write, the organization is better than the other kids in my class				
OC3	My writing is more interesting than my classmates' writing				
OC4	My sentences and paragraphs fit together as well as my classmates' sentences and paragraphs				
OC5	I put my sentences in a better order than the other pupils				
OC6	The sentences I use in my writing stick to the topic more than the ones the other pupils use.				
OC7	I write more often than other kids				
OC8	The words I use in my writing are better than the ones other kids use.				
OC9	My writing seems to be more clear than my classmates' writing.				
	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
		4	3	2	1
SOCIAL FEEDBACK					
SF1	People in my family think I am a good writer.				
SF2	My teacher thinks my writing is fine.				
SF3	Other kids think I am a good writer.				
SF4	People in my family think I write pretty well.				

SF5	My teacher thinks I am a good writer				
SF6	I can tell that my teacher thinks my writing is fine				
SF7	My classmates say I would write well				
	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
		4	3	2	1
PHYSIOLOGICAL STATES					
PS1	I like how writing makes me feel inside.				
PS2	When I write, I feel calm.				
PS3	I am relaxed when I write.				
PS4	I feel comfortable when I write.				
PS5	Writing makes me feel good.				
PS6	I enjoy writing				
Overall					
	I think I am a good writer				

Section D: Demographic Information of Respondent

Grade/Class _____ Age in years _____

What type of school do you attend? Tick what is appropriate

Government school _____ Private day school _____ Boarding school _____

Gender _____

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