

**PARENTAL INVOLVEMENT IN PUPILS' ENGAGEMENT IN LEARNING AMONG
UPPER PRIMARY CLASSES AT NAZIGO SUB-COUNTY, KAYUNGA DISTRICT**

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19/U/GMED/18588/PD

**A DISSERTATION SUBMITTED TO THE DIRECTORATE OF RESEARCH
AND GRADUATE TRAINING IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF
MASTER OF EDUCATION IN POLICY, PLANNING
AND MANAGEMENT OF KYAMBOGO UNIVERSITY**

OCTOBER, 2024

DECLARATION

I Sarah Naigaga affirm that the content of this dissertation titled "*Parental Involvement in Pupils' Engagement in the learning among Upper Primary Classes at Nazigo sub-county, Kayunga District*" is entirely my own work and has never been presented to any other institution for any award.

Signed:

Sarah Naigaga

APPROVAL

This is to certify that this dissertation titled '*Parental Involvement in Pupils' Engagement in learning among Upper Primary Classes at Nazigo Sub-County, Kayunga District*' has been developed with our guidance and it is now ready for submission to the Board of Examiners of Kyambogo University.

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DEDICATION

This study is dedicated to those whose steadfast support and encouragement made this academic undertaking possible. Specifically, God, the ultimate source of wisdom, inspiration, and resources, with heartfelt gratitude and reverence, and to my esteemed supervisors and mentors, Dr Okongo Wilberforce and Dr Kanabi Moses. I appreciate your unwavering support, kindness, and expertise in supervising this study. The motivation you provided and constructive feedback have shaped not only this study but also my intellectual growth. Your sacrifices and understanding have allowed me to pursue my academic aspirations wholeheartedly.

ACKNOWLEDGEMENT

I want to thank God for blessing me with vigor, guidance, wisdom and resources and my research supervisors Dr. Okongo Wilberforce and Dr. Kanabi Moses for their fundamental support as I carried out this study. Their expertise and motivation were instrumental in enabling me to successfully compile this study. I also recognize the headteachers and teachers of government aided schools in Nazigo sub- county, Kayunga district who allowed me have the learners in their schools to hold Focus Group Discussions. To all parents and pupils in upper classes who were my participants, they generously contributed their time, knowledge and insights to this study. I am sincerely grateful for your contribution, cooperation, without which this research would not have been possible. As I conclude, I recognize the countless scholars, researchers and pioneers in my field of study whose relentless pursuit of knowledge has laid a foundation for my academic journey. May this humble contribution add to the ever-lasting reservoir of knowledge. Thank you all for being a part of this milestone in my life.

TABLE OF CONTENT

DECLARATION	i
APPROVAL	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS.....	v
ABSTRACT	vi
CHAPTER ONE: INTRODUCTION.....	1
1.0 Overview	1
1.1 Background to the Study	2
1.1.1 Historical Perspective	2
1.1.2 Theoretical Perspective	3
1.1.3 Conceptual Perspective	4
1.1.4 Contextual Perspective	6
1.2 Statement of the Problem	8
1.3 Purpose of the Study	8
1.4 Objectives of the Study	8
1.5 Research Questions	9
1. 6 Scope of the Study	9
1.6.1 Geographical Scope	9
1.6.2 Time Scope	9
1. 6.3 Content Scope	9
1.7 Significance	10

CHAPTER TWO: LITERATURE REVIEW	11
2.0 Introduction	11
2.1 Theoretical Review	11
2.2 Conceptual Review	13
2.2.1 Pupils' Engagement	13
2.2.2 Parental Monitoring and Pupils' Engagement in Learning	14
2.2.3 Parental Guidance and Pupils' Engagement in Learning	17
2.2.4 Parental Provision of Learning Resources and Pupils' Engagement in Learning	20
2.3 Conclusion	22
CHAPTER THREE: METHODOLOGY	23
3.0 Introduction	23
3.1 Research Design	23
3.2 Population of the Study	23
3.3 Sample Size	24
3.4 Sampling Technique	24
3.5 Data Collection Instrument	24
3.5.1 Interview Guide	24
3.5.2 Focus Group Discussion	25
3.6 Procedure of Data Collection	25
3.7 Data Quality Control	26
3.8 Data Management Control	27
3.9 Ethical Consideration	28
3.10 Study Limitation	28
CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTERPRETATION	29
4.0 Introduction	29
4.1 Demographical Bio Data of the Pupils	30

4.2 Demographical Bio Data of Parents	31
4.3 Presentation of Findings	34
4.3.1 Affective Engagement	34
4.3.2 Behavioral Engagement	43
4.3.3 Cognitive Engagement	49
4.3.4 Agentic Engagement	55
4.4 How Parental Monitoring Impacts on Pupils' Engagement.....	63
4.5 How Parental Guidance Impacts on Pupils' Engagement.....	69
4.6 How Parental Provision of Learning Resources Impacts on Pupils' Engagement	76
CHAPTER FIVE: DISCUSSION, CONCLUSION AND RECOMMENDATION.....	84
5.0 Introduction	84
5.1 Affective Engagement of Parents and Pupils	85
5.1.1 Behavioral Engagement of Parents and Pupils.....	87
5.1.2 Cognitive Engagement of Parents and Pupils	88
5.1.3 Agentic Engagement of Parents and Pupils	90
5.1.4 Parental Monitoring and Pupils' Engagement	91
5.1.5 Parental Guidance and Pupils Engagement	93
5.1.6 Parental Provision of Learning Resources and Pupils' Engagement	94
5.2 Conclusion	97
5.3 Recommendations	99
5.4 Limitations and Suggestions for further Research	100
REFERENCES ,.....	101
APPENDICES	114
Appendix A: Focus Discussion Guide for Pupils	114
Appendix B: Interview Guide for Parents	116
Appendix C: Letter of Introduction	117
Appendix D: Plagiarism test report	118

ABSTRACT

This study explored the roles in parental involvement in pupils' engagement in learning among upper primary classes at Nazigo sub-county, Kayunga District, Uganda. The research was motivated by the closure of schools due to the COVID-19 pandemic, which shifted learning to the home environment and placed the responsibility of ensuring pupil engagement in learning on parents. The study explored the roles of parental monitoring, guidance, and provision of learning resources on pupils' engagement in learning. The study was guided by Vygotsky's Sociocultural Theory (1978). The researcher employed narrative inquiry research design, using interviews and focus group discussions to explore the roles of parental involvement in pupils' engagement in learning. The population consisted of pupils and parents at Nazigo Sub-County Kayunga district. A sample size of 5 focus group discussions of 5 pupils in each group were engaged in the group discussion. A face-to-face interview was carried out with parents until a saturation point of 10 parents was reached. Data quality control was done at four levels for establishing trustworthiness of findings. These included credibility, transferability, dependability, and confirmability as key concepts related to ensuring the quality and accuracy of the study. Data analysis was conducted qualitatively, using thematic analysis to identify key themes and patterns in the data. The study established that parental involvement in various aspects of their children's education, such as monitoring, guidance, and provision of learning resources, significantly impacts pupils' engagement in learning. The findings of this study will inform policymakers, head teachers, and the community about the importance of parental involvement in promoting pupils' engagement in learning. Therefore, the study recommends that head teachers should organize parent-teacher meetings to educate parents about the importance of monitoring their children's social interactions, guiding and providing support for academic focus and emphasize the importance of parental involvement in guiding their children.

CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter addresses the emergency of pupils' engagement in learning, which is the problem variable, as well as the four background perspectives, the problem statement, the study's purpose, objectives, and research questions, as well as the study's scope and significance.

Pupils' engagement in learning has been advanced by Fan and Wolters (2014) as a means for enhancing academic success, reducing school dropout, and addressing the problems affecting schools and their pupils, not only for having value in itself but also for being an important mediator between several academic variables. However, while the focus on pupils' engagement has been in the schools, globally schools closed following the outbreak of a virus pneumonia of unknown aetiology that was identified in Wuhan City, at the end of December 2019 (Sohrabia et al., 2020). Schools like other sectors of the economy closed to prevent further spread of the disease because COVID-19 quickly spread to several other countries and became a global threat (Shah et al., 2020). With the declaration of lockdowns, pupils had to stay away from schools. The Ugandan government on March 18th, 2020 also declared a lockdown of the country as an emergency management plan to contain the spread in the country (Kabonesa et al., 2020). Since schools could not go on, learning shifted to the pupils' homes and continued for two years except for the candidate classes that were allowed to return to schools from October 12th, 2020 (Mukhaye, 2020). However, since at school teachers oversee pupils to ensure their engagement, the responsibility fell on the pupils' parents. Therefore, the researcher set out to examine parental involvement in pupils' engagement in learning among upper primary classes.

1.1 Background to the study

1.1.1 Historical Perspective

Pupils' engagement in learning has attracted attention from scholars since the 1990s even though its roots are found in Astin's seminal work on pupils' involvement in learning that was published in 1984. Astin indicated that pupils' engagement meant the amount of physical and psychological energy which pupils devoted to the academic experiences (Egendorf, 2013). In the 1990s, pupils' engagement in learning became a tool used to discourage pupils from misbehaving and maintain pupils' compliance. The target was to ensure that pupils stay in school until they complete the primary level and promote positive behaviors and a sense of belonging where disengagement typically becomes a concern (Wang & Degol, 2014). In the past decade, pupils' engagement was built around the hopeful goal of enhancing all pupils' abilities to learn how to become lifelong learners in a knowledge-based society.

Since the year 2000, pupils' engagement in learning has been receiving growing interest from researchers and educators because of the perception that it has high predictive power for a variety of developmental and educational outcomes (Lee, 2014). Globally, pupils' engagement in learning has been popular in North America, Australia, New Zealand, and the neighboring Islands where it has been entrenched through annual large-scale national surveys (Trowler, 2010). This means that the historical perspective of pupil engagement is skewed towards the North American and Australian traditions, except an emerging body of 'grey' history from the United Kingdom except for single case studies (Trowler, 2010).

In Africa, pupils' engagement has not received significant attention. Limited studies have been conducted in the context of Africa in countries such as South Africa and Tunisia according to Bond et al., (2020). Indeed, policies and plans of government rarely address factors that interact

with pupils' engagement and mysteries of teaching and learning practices (Nordstrum, 2015). In Nigeria, Chika (2012) revealed that there was poor learning achievement because of pupils' low engagement in learning. According to Wara et al., (2018), in Kenya, there is low pupils' engagement which leads sometimes pupils to perform poorly in the assignments if not supervised, and several pupils who are not serious with their studies with only a few looking forward to furthering their studies.

In Uganda, the support supervision developed by the Ministry of Education and Sports (2017) stipulated implementing of classroom management and leadership with classroom rules, expectations and procedures that minimized time wasting, maintaining pupils' discipline/behavior and maximized pupil engagement in the lesson. This means that, there has been targeted effort to promote pupils' engagement in schools in Uganda.

1.1.2 Theoretical Perspective

This study employed Vygotsky's Sociocultural Theory (1978). It posits that learning is a social process, where knowledge is co-constructed through interactions with more knowledgeable individuals (such as teachers and peers) and mediated by cultural tools like language and symbols (Vygotsky, 1978). Key components include the Zone of Proximal Development (ZPD), which identifies tasks that a learner can accomplish with assistance, and the More Knowledgeable Other (MKO), who provide guidance and support. The theory also highlights the importance of scaffolding, where support is gradually withdrawn as the learner gains proficiency, underscoring that cognitive development is fundamentally collaborative and influenced by the surrounding environment (Vygotsky, 1978).

Vygotsky's theory emphasizes the importance of social interaction in learning. Through regular conversations and checks on academic progress, parents provide feedback that helps

scaffold their children's development. This helps pupils stay within their *Zone of Proximal Development* (ZPD), receiving guidance as they work towards more independent learning. Parents act as the “*More Knowledgeable Other*” (MKO) so, that theory emphasizes who provides guidance on which activities and relationships promote cognitive development. By advising on time management and appropriate friendships, parents help create a structured environment that supports engagement in learning. Besides, Vygotsky considers physical resources like books and writing materials as crucial cultural tools that mediate learning. Parents’ provision of these tools enables pupils to engage more actively with their learning by facilitating access to educational content and aiding in independent study.

Vygotsky's Sociocultural Theory was used to provide a comprehensive lens through which to analyze the multifaceted roles that parental involvement plays in shaping pupils' engagement in learning. It allows for a rich exploration of the social, cultural, and developmental dynamics at play in the educational experiences of children in the study area (Hill & Tyson, 2022).

1.1.3 Conceptual Perspective

Two concepts were looked at in this study namely; pupils’ engagement in learning and parental involvement.

Pupils' engagement in learning refer to the extent to which pupils are actively involved, motivated, and contribute in the learning process (Raza et al., 2020). Hollister et al. (2022) argued that pupils’ engagement encompasses the behaviors, attitudes, and actions demonstrated by pupils as they participate in educational activities, interact with instructional materials, and engage with their peers and teachers. Engaged pupils demonstrate a genuine interest in learning, exhibit focused attention and participation in classroom activities, apply critical thinking and problem-solving skills, and demonstrate a willingness to persevere and overcome challenges. According to Endres

et al. (2021) pupils' engagement in learning is essential for promoting academic success, fostering positive attitudes towards education, and supporting pupils' overall development and lifelong learning.

Pupils' engagement in learning is further referred to as the extent to which learners' thoughts, feelings, and activities are actively involved in learning (Lee, 2019). Mameli and Passini (2017) define pupils' engagement as affective, behavioral, cognitive and agentic engagement. In this study, pupils' engagement was operationalized as affective, behavioral, cognitive and agentic engagement in the learning processes of learners. Affective engagement is about the learners' feelings of belonging or value to their learning such as interest, boredom, happiness, sadness, and anxiety (Yonezawa et al., 2009). Behavioral engagement concerns matter regarding learners conduct during learning, participation in learning-related activities, and pupils' interest in their academic tasks (Nguyen et al., 2018). Cognitive engagement is the learner's internal investment in the learning process. It incorporates the inner psychological qualities of the learners, or their nonvisible traits that promote effort in learning, understanding, and mastering the knowledge or skills that are promoted in their academic work (Nguyen et al., 2018). According to Montenegro (2017), agentic engagement is about the learner's constructive contributions to their own learning because it explains the practical contributions initiated by the learner.

On the other hand, parental involvement refers to the shared responsibilities of parents in the education of their children (Yulianti et al., 2020). Shute et al., (2011) further refer to parental involvement as parental monitoring and guidance. Parental monitoring is set of parenting behaviors that parents are engaged in to gain information about their children's activities, whereabouts, and friendships (Lowe et al., 2013).

In another way, parental involvement encompasses a wide range of actions, behaviors, and interactions between parents, children, and educators that contribute to students' academic success, social-emotional well-being, and overall educational outcomes (Cosso et al., 2022). Parental involvement has been further defined as parents' interactions between their children and teachers who educate the children. Parental involvement indicators are; monitoring, guidance and provision of scholastic materials. Monitoring was shown by checking children' completion of homework and regular communication with teachers about their children's learning.

Therefore, in this study, parental involvement was operationally used to refer to parents' monitoring, guidance and provision of learning resources to their children. Parental monitoring covers parental talks to children, parental checks and control and parental watch on friends of their children. Parental guidance includes; the ability to encourage pupils to focus on learning, advice on the kind of friends they should have and how to use their time valuably. Parental provision of learning resources is in terms of providing books and pens, giving children lunch at school and study time and space.

1.1.4 Contextual Perspective

Parental involvement in education is a cornerstone of a child's upbringing and educational growth because parents are the primary people who influence the development of their children's education. Therefore, parental involvement should be considered as an influent resource and a useful tool because it provides rich information about pupils' individual needs and positively help their teachers to improve their instructional skills. According to Piliyesi et al., (2020), practical activities parents can do to support and enhance their children's engagement in learning are: Partner with teachers and school by establishing a collaborative partnership with their child's teachers and school staff to support their learning and development, attend parent-teacher meetings,

communicate regularly with teachers, support homework Completion, participate in school events and activities to stay informed and involved in their child's education, and establish a positive learning environment at home.

The parent's role is to ensure that the children's basic needs are met every day and to help them develop the academic, social and emotional skills necessary to succeed. When the parents get involved, their children do better in school and commit fewer criminal activities. For example, they have better grades, higher standardized test scores, and are less likely to get in trouble for their behavior at school.

To ensure that pupils remain engaged in learning, the government of Uganda in 1997 introduced UPE, constructed classrooms, printed and dispatched reading materials to the government aided primary schools among others. Nonetheless, the teachers in schools have always complained that pupils' engagement in learning was still limited in primary schools. According to Uganda Radio Network [URN], (2020) some pupils lack the facilities to engage in learning and are not supervised during homework (Baguma, 2020) but instead get involved in pineapple and sugarcane harvesting, work as house maids and get pregnant at early stages.

Despite the fact that parents are required to supervise their pupils' individual study, and provide learning facilities, they hardly do so especially at Nazigo sub-county. Therefore, this provoked the researcher to take a study to establish the impact of parental involvement in pupils' engagement in learning among upper primary classes.

1.2 Statement of the problem

Pupils' engagement in learning is vital for their academic success, personal growth, and future success. It creates a positive learning environment where pupils are motivated, curious, and actively involved in their education, laying the foundation for lifelong learning and achievement (Ramzan et al., 2023). However, pupils in upper primary classes at Nazigo Sub- County, Kayunga District are not actively engaged in the learning process (Akellot & Bangirana, 2019). This is evident in primary schools at Nazigo Sub- County where chronic absenteeism and dropout rates have been reported (Mugambe, 2021). More so 83% of the pupils in the upper primary classes cannot read and understand simple texts (Tsimpo & Wodon, 2023). Unfortunately, there is no study carried out to explore parental involvement in pupils' engagement in learning among upper primary classes at Nazigo. If this study is not carried out in time, the quality of education will be low thus SDG 4 will not be achieved. More so, the NDP IV won't be attainment.

1.3 Purpose of the study

The study intended to explore the role of parental involvement in pupils' engagement in learning among upper primary classes at Nazigo sub-county, Kayunga District.

1.4 Objectives of the study

The study was guided by the following research objectives;

- i. To examine how parental monitoring impacts on pupils' engagement in learning at Nazigo sub county Kayunga district.
- ii. To identify how parental guidance impacts on pupils' engagement in learning at Nazigo sub county Kayunga district.
- iii. To establish how parental provision of learning resources impacts on pupils' engagement in learning at Nazigo sub county Kayunga district.

1.5 Research Questions

The study was guided by the following research questions;

1. How does parental monitoring impact on pupils' engagement in learning among upper primary classes?
2. How does parental guidance impact on pupils' engagement in learning among upper primary classes?
3. How does parental provision of learning resources impact on pupils' engagement in learning among upper primary classes?

1.6 Scope of the study

1.6.1 Geographical scope

The study was carried out in upper primary classes at Nazigo sub- county, Kayunga district. The location of Nazigo sub-county is approximately 10 kilometers from Kayunga town towards Jinja. Kayunga town is located in central Uganda 46 kilometers from Kampala the capital city of Uganda. Nazigo sub- county was chosen because the upper primary pupils in this area have not been fully engaged in learning.

1.6.2 Time scope

The study covered a period ranging from 2019 up to 2024.

1.6.3 Content scope

The study covered the role of parental involvement on pupils' engagement in learning among upper primary classes at Nazigo sub-county, Kayunga district. The study focused on constructs like parental monitoring, parental guidance and parental provision of academic resources, parental participation in school functions and activities related to pupils' engagement in learning among upper primary classes.

1.7 Significance

It is hoped that the study findings will be useful to the policy makers to understand and to assess the contribution of parental involvement on pupils' engagement in learning. The head teachers will gain knowledge about the importance of parental involvement in promoting pupils' engagement in learning among upper primary classes. This can be the basis for planning quality parental involvement necessary for promoting pupils' engagement in learning.

To the community, the study is expected to help in showing them how to get involved in the learning of their children. The study is likely to contribute to the body of knowledge because it may stir up scholars to carry out further researches on issues pertaining to other aspects of learning.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents a review of literature which covers the theoretical review and the review of related literature. The review of related literature is organized according to the study objectives and summary highlighting the gaps are also indicated.

2.1 Theoretical Review

Parental involvement in pupils' engagement in learning is a complex and multifaceted topic that has been explored by researchers and educators from various perspectives. Different theories attempt to explain the dynamics of parental involvement and its impact on pupils' engagement in learning. Scholars have approached how parental involvement in pupils' engagement in learning is influenced from a variety of theories. These include the following;

Bluteau et al., (2017) for example used the Ecological Systems Theory to study how to develop interprofessional education online in two UK universities over a three-year period. The corpus of rich data drawn from the forums is interpreted using ecological systems theory, which highlights the complexity of interaction of individual, social and cultural elements. The ecological systems theory adopts a life course approach to understand how development occurs through processes of progressively more complex reciprocal interaction between people and their environment. This lens provides a novel approach for analysis and interpretation of findings with respect to the impact of pre-registration interprofessional education and the interaction between the individual and their social and cultural contexts as they progress through 3 to 4 years of their programs.

Using the Social Capital theory, Rouxel et al. (2015) studied "Social capital: theory, evidence, and implications for oral health," the aforementioned variables were explained. Rouxel et al., contended, based on the Social Capital hypothesis, that parental participation is a type of social capital that has a favorable effect on a child's academic results. This is because, in their opinion, active parents give their children access to priceless resources like knowledge, direction, and relationships that can improve the pupils' interest in learning.

Jeynes (2018) investigated a workable strategy for school administrators to promote parental engagement and involvement using the Social Cognitive Theory. According to Jeynes, there can be a significant improvement in students' educational performance when the two variables of parental involvement and student engagement are combined. Similarly, Fan and Williams (2010) similarly examined how parental involvement affected students' academic engagement, self-efficacy, and intrinsic motivation using the Social Cognitive Theory. Their results demonstrated that school-initiated interaction with parents regarding school-related difficulties, as well as parents' aspirations for their children's education, had significant favorable influence on motivational outcomes. Conversely, there was a negative correlation found between parent-school communication regarding students' academic issues and motivational outcomes. Furthermore, parental guidance was a positive predictor of students' academic self-efficacy in English and Mathematics.

The attachment theory was applied by Zhu et al., (2023) in their investigation of "The impact of maternal and paternal parenting styles and parental involvement on Chinese adolescents' academic engagement and burnout." According to their findings, teenagers who had authoritative parenting were less likely to experience academic burnout. The relationship between teenagers' academic involvement and authoritative paternal parenting is mediated by perceived father

support. Teenagers' perception of support was favorably correlated with their parents' knowledge and skill involvement, and this in turn was positively correlated with higher academic engagement. Nonetheless, poorer perceived parental support was predicted by fathers' time and energy commitment, particularly for boys. Additionally, a multi-group analysis revealed that mothers and fathers had distinct effects on boys' and girls' academic engagement and burnout.

2.2 Conceptual Review

2.2.1 Pupils' Engagement

Pupils' engagement denotes the effort put forth by institutions to implement good educational practices as well as the time and effort pupils put into activities with a learning focus (Zepke, 2015). According to Bond and Bedenlier (2019), pupils' engagement is the zeal and commitment that pupils have for their own learning. Behavioral, affective, cognitive, and agentic engagements were the components of pupils' engagement (Montenegro, 2017). There are scholars who have conducted studies on the construct of pupils' engagement. For instance, Zepke (2015) investigated pupils' engagement at Institute of Education, Massey University, New Zealand. The results revealed that pupils' engagement was a generic indicator of quality learning, teaching and successful pupils' outcomes. De Vito (2016) studied factors influencing pupils' engagement at Sacred Heart University. The findings revealed that collaboration, active participation in learning activities and supporting learning environment influenced pupils' engagement. Thomas (2019) investigated managing behaviors or promoting pupils' engagement at University of Tasmania. The findings revealed that pupils' behaviors that most affect teaching and learning are low level disruptive or disengaged behaviors. These disengaged behaviors are indicators of pupils weakened, affective or cognitive engagement.

2.2.2 Parental Monitoring and Pupils' Engagement in Learning

Parental monitoring focuses on parents' efforts to oversee homework completion, the child's whereabouts, activities, knowledge of a child's friends, and use of time after school. Monitoring can also be achieved through regular dialogue between parents and children about topics discussed in school, upcoming assignments, or grades. According to Malczyk and Lawson (2019), high levels of parental monitoring have been linked to various positive academic outcomes including increased levels of pupil engagement. Hoeve et al., (2009) indicate that parental monitoring fits well with theoretical orientations within the developmental and intervention disciplines. Within behaviorally oriented interventions, monitoring is considered to be the behavior change process. Parental monitoring is associated with positive dimensions of children's adjustment in school (Lowe & Dotterer, 2013).

Monitoring pupils' school activities by openly showing affection, becoming involved, encouraging pupils to communicate their point of view, actively participating in school activities, and support for learning as an end in itself may instill intrinsic interest in learning and a tendency to persist in academic challenges (Bempechat & Shernoff, 2012). A number of scholars relate parental monitoring and pupils' engagement in learning. For example, Annunziata et al., (2006) examined family functioning and school (grades 6-8) with adolescents and caregivers yielded as units of analysis. Their qualitative analysis indicated that family parental monitoring predicted school engagement. Bartle et al., (2012) explored how family distance regulation and other family demographic factors influenced parenting behavior and family routines, which, in turn, influenced the child's school engagement using data from a larger study conducted in large North-western urban area in the USA including both two-parents and single-parent families. Their results revealed monitoring was a significant and positive predictor of pupil engagement.

Crosnoe et al., (2019) investigated Parenting the Child in School and *the Practice of Parenting*. Results revealed that the Practice of Parenting describes the nuts-and-bolts of parenting as well as the promotion of positive parenting practices. Parents meet the biological, physical, and health requirements of children. Parents interact with children socially. Parents stimulate children to engage and understand the environment and to enter the world of learning. Parents provision, organize and arrange their children's home and local environments and the media to which children are exposed. Pamela Li (2023) studied *how controlling parents feel*, they need tight control over their children to ensure their success. She defined controlling involvement as excessive pressure on the child to complete assignments, check if the child has completed their homework, get involved in homework without being asked, and punish the child if homework is not complete. They pressure their children to achieve and solve problems for them without being asked to. They often take the parental perspective and ignore the child's wishes.

In a study, Dittus et al., (2021) investigated *Parental monitoring and risk behaviors and experiences*. Parents have an important role in the promotion of healthy adolescent behaviors that can influence positive developmental courses and health outcomes. Parental monitoring is a central component of the parent-child relationship with the potential to reduce adolescent risk behaviors. Data from CDC's 2021 nationally representative Youth Risk Behavior Survey were used to describe the prevalence of parental monitoring reported by U.S. high school students and examine associations between parental monitoring and adolescent behaviors and experiences. Behaviors and experiences included sexual behaviors, substance use, violence, and indicators of poor mental health. Reports of high parental monitoring were protective for all risk behaviors and experiences, with models controlling for sex, race and ethnicity, sexual identity, and grade.

Lowe and Dotterer (2013) investigated *how parental monitoring, and parental warmth, are related to minority youths' academic outcomes*. The results indicated that parental monitoring had a positive and significant association with pupils' behavioral engagement. Malczyk and Lawson (2017) carried out a longitudinal study on mother-headed single-parent families examining the influence of parental monitoring, and parent-child attachment and observed parent-child influence quality on the child's engagement in the USA. The findings revealed that parental monitoring predicted children's academic engagement. However, parental influences on academic engagement were most prominent in mother-headed families with a female child.

In the study 'How Parents Influence Children's Peer Relationships' by Jennifer E. (2021). Findings showed that Parents can support friendships and affiliations with peer groups. She described the main ways that parents influence children's peer relationships. First, parents influence peer relationships indirectly through the quality of the parent-child relationship. Second, parents influence peer relationships directly by designing, mediating, supervising, and advising children about these relationships. Lastly parents may build bridges between their child and peers by scheduling playdates, help their child engage with others and talk about difficulties they encounter. Panel Benjamin et al., (2019) studied Parental monitoring, the parent-child relationship and children's academic engagement in mother-headed single-parent families. Specifically, higher levels of mothers' and fathers' conflict with their children undermined children's academic performance which, in turn, was harmful to children's peer relationships by decreasing acceptance and increasing rejection of peers.

Numerous studies have revealed that the quality of family relationships (e.g., parent-child relationships) in children's lives is of great importance for their academic motivation, engagement, and achievement Bacro et al., (2019). Thus, mothers and fathers with difficulties in their

relationship with children (e.g., high conflict) may undermine the life and learning environments and result in adverse in children's academic motivation, engagement, and achievement. Further, DE Angelis, T (2023) studied How to help kids navigate friendships and peer relationships. Parents were encouraged to develop friendship skills. Good friendships share several common ingredients, including nurturance, disclosing vulnerabilities, conveying trust and loyalty, and helping friends cope and thrive, research finds. Discuss these qualities with your child and how they can choose those kinds of friends and be that kind of friend, Prinstein said.

Simon-Morton and Chen (2009) assessed the influence over time between school engagement and parenting practices and peer affiliation among 6th-9th graders with middle schools of one middle income Maryland school district as units of analysis. The study found out that over-time there was a positive and significant association between parental monitoring and pupils' engagement in learning. However, an empirical gap emerged with some studies producing controversial results. For example, while all the other studies indicated that there was influence between monitoring and pupils' engagement in learning, Maleczyk and Lawson (2017) indicated that parental influences on academic engagement were most prominent in mother-headed families with a female child. This means that in homes with both parents or headed by men only, the impact of monitoring to pupils' engagement in learning was lower. This will thus be explored to establish whether in the context of Uganda there are noticeable differences.

2. 2 .3 Parental guidance and Pupils Engagement in Learning

Pupils in primary schools are confronted with problems ranging from withdrawal, unhappiness, annoyance, anger, and hyperactivity. These pupils at the adolescent stage suffer more stress than any other group. This is because of the physiological and psychological changes they undergo (Kanus, 2017). This is why Salgong et al., (2016) suggest that pupils need guidance which is an

essential element in influencing an individual's behavior patterns and attitudes. Parental guidance helps the individual to become personally and socially balanced (Smith, J. R. (2023).

According to Fallesen and Gähler (2020), in their study titled 'Family type and parents' time with children', they put across that parental time with children is important for children's developmental outcomes. Family type may affect the amount of time parents can and will invest in children.

For children to develop, parent-child guidance is essential. Engaged time with both parents is associated with higher subject scores and a lower extent of problem behavior in pupils (Lee, et al, 2023). The above argument is also supported by Thompson, et al, (2022) who in their study titled '*Understanding the importance of parental time with children*' also agreed that children can score higher if their parents engage massively with them. The amount of time parents spend playing with their children, reading to them, or helping them with their homework is positively associated with child behavior, school good performance, and cognitive skill development. Parents also benefit from spending time with their children. When spending time with them, parents show more enjoyment and less depression, stress, and exhaustion (Brown & Taylor 2023).

Mostafa et al., (2018) showed that failing to account for unobserved family-level confounding leads to an underestimation of the negative impact of complex families on children's wellbeing. Miller and Davis (2022) evaluated the impact of a small group guidance intervention designed for pupils who underachieved in the USA. The results demonstrated that there was a significant improvement for the ninth-and tenth-grade underachieving pupils in the area of organizational skills, time management and modification. Carey and Dimmit (2012) carried out review on school guidance and pupil outcomes in a summary of sixth state-wide studies in the USA. The studies indicated a positive influence of pupils' engagement in learning and parental

guidance. Garcia and Lee (2023) investigated the influence of how shared enjoyment between parents and children enhances well-being on pupils' emotional adjustment in primary schools and the results showed that guidance services helped pupils to handle their emotional problems.

The COVID-19 pandemic has further highlighted the importance of parental support, as parents have had to join the front-line teaching and learning process (Johnson, et al., 2020). Parents' lack of education and ability to provide support for homework crucially affected child learning outcomes, especially during school closures (Brossard M, 2023). Parental support during school closures and continuing education remotely needed to take into account parents' capability to help their children learn. Parents could be supported with home learning packages, particularly where there was no IT connectivity or electricity (Brossard et al., 2020). Angrist et al., (2020) found that engaging parents through SMS and phone calls led to increased parental participation in their children's education and improved parents' understanding of their children's learning level. It is important that any strategies developed also take into account parents' busy lives and the variety of family situations with support targeted to those who need it most (Winthrop, 2020).

Further, Wang and Eccles (2022) studied *the role of peer relationships*. According to the study, pupils felt more at ease and involved in learning when they were treated with respect and encouragement in addition to being urged to work together. Therefore, when parents guide their children by advising the type of friends they should have, accord them relevant time and inspire them to keep focused on learning it motivates them.

According to Li Dongxu (2023), the quality of parental companionship and the children's well-being enabled children to express their thoughts and feelings freely and reduced children's negative attitudes (Jimenez et al., 2019); more frequent interaction with parents promotes and their impact on children's well-being. It was also supported that more time spent with children translated

into higher children's well-being (Thompson & Miller 2023). It was not only the frequency of time that mattered but also how the time was spent and the quality of the time. When the quality of time was not high, the quality of the parent–child relationship was lower (Lee & Garcia 2023)). The time spent with children should be high quality interaction, and more quality interactions were associated with greater success (Brown & Taylor 2023). Children who were actively accompanied were more likely to have a high sense of well-being in life (Carvalho et al., 2021).

Salgong et al., (2016) examined the role of guidance in enhancing pupil discipline in primary schools in Koibatek district in Kenya. The findings revealed that guidance improved discipline of pupils and led to reduced indiscipline. The literature above suggests that scholars have made effort to examine the influence of guidance and pupils' engagement. However, contextual gaps emerged because none of those studies were carried out in Uganda.

2.2.4 Parental Provision of Learning Resources and Pupils' Engagement in Learning

According to Piliyes et al., (2020), the availability of books in the home is a motivation for children to read. Piliyes argues that at home apart from pens and books, children need a table, a chair and good lightning at night. To him, poor housing and overcrowding cannot only impede the pupils' homework but even their opportunities for reading or constructive play. Parents/guardians who are capable of providing essential furniture, proper study room, services like water and lightning, create an atmosphere of encouragement and guidance which enhance learning engagement of their children (Ngigi, 2014). As per Ngigi, increased availability and use of textbooks improves the pupils learning particularly in low-income setting.

The following scholars have indicated the influence of parental resources provision and pupil engagement in learning. For instance, Annisia (2015) examined the parental involvement on pupils' academic performance in public primary schools in Korongwe, Tanzania and revealed that

ability of parents to provide sufficient home needs and school requirements to their children led to better pupil engagement. Bhamani et al., (2020) explored the experiences of learning in times of Covid-19 in a descriptive qualitative study involving parents from urban areas of Pakistan having command over the English language spending at least 3 hours formally teaching their children. The study revealed that home learning emerged as a substitute to the conventional schooling methods, which should be made effective to provide essential learning skills to children at home using the limited available resources.

Echaune (2014) examined the influence of parental involvement in provision of teaching-learning resources on educational outcomes of primary school pupils in Teso North Sub region in Uganda. The study found out that low parental provision of teaching and learning resources negatively affected learners' educational outcomes. Mulei (2012) examined how home-based factors influenced Kenya Certificate of Primary Education examination performance in public primary schools in Yatta division. The study revealed that a positive influence of learning facilities at home and pupils score in national examinations existed

Piliyesi et al., (2020) carried out a study on practical approaches to parental engagement and resource provision in curriculum implementation. In their review of literature, they revealed that a child whose effort to do well in school is supplemented by the provision of required learning facilities would tend to have high academic motivation to learning. They suggested that a family should have supportive atmosphere by providing supplementary reading materials to promote student engagement in learning. Oyo – Ita (2017) studied the influence of parental provision on academic achievement of students in Biology in Calabar Education Zone of Cross River State, Nigeria. The results indicated that parental provision of school needs and parental protection significantly influenced students' academic achievement.

The literature above shows that scholars have made significant effort to relate parental resources provision and pupils' engagement in learning. However, contextual and conceptual gaps emerge. At contextual level, none of the studies was carried out in the context of Uganda while at the conceptual level, none of the studies on pupils' engagement in learning was directly related to parental resources provision to pupils' engagement in learning.

2.3 Conclusion

Generally, most of the studies raise conceptual and contextual gaps. For example, while all the other studies indicated that there was an influence of parental involvement and pupil engagement in learning, Malczyk and Lawson (2017) indicated that parental influences on academic engagement were most prominent in mother-headed families with a female child. This means that in homes with both parents and in those headed by men only the effect of monitoring on pupil engagement in learning was lower. All the studies above, raise theoretical gaps because none of the studies reviewed were used Vygotsky's Sociocultural Theory (1978).

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methods that were used while collecting and analyzing data. This is sectioned into; research design, population, sample size, sampling techniques, data collection instruments, research procedure, data quality control, data analysis and ethical considerations.

3.1 Research Design

The study employed narrative inquiry research design. Narrative research inquiry is a qualitative research approach that focuses on understanding and interpreting the stories individuals tell about their experiences. This method seeks to capture the complexity of human experience by emphasizing the personal narratives that people construct in relation to specific events, contexts, or themes (McAlpine & Weston, 2021). Its focus on personal stories, contextual understanding, and relational dynamics makes it an ideal approach for my study on parental involvement in pupils' engagement in learning among upper primary school classes.

3.2 Population of the study

The population comprised of pupils in upper primary classes and parents of pupils in upper primary classes at Nazigo sub-county, Kayunga district. Pupils were the unity of analysis and unit of observation were the parents. By focusing on pupils and parents, they provide a comprehensive understanding of how parental involvement impacts pupils' learning engagement in upper primary classes (Jeynes, 2020).

3.3 Sample size

This study comprised of participants who included pupils, and parents. The pupils were sub divided into 5 focus group discussions of 5 pupils in each group. A face-to-face interview was carried out with parents until a saturation point of 10 parents was reached. Therefore, in the researchers' opinion, this sample was sufficient to reach data saturation. According to Guest et al., (2020) data saturation refers to the point at which further data collection and analysis are unnecessary but will lead to repetitive responses.

3.4 Sampling technique

Depending on Etikan and Bala (2020), the research objectives, the nature of the population, and the desired accuracy of the results determined the sampling technique used. With the aid of the class teachers, pupils who were actively engaged and those who were not actively engaged in learning were selected purposively. Similarly, the parents who were interviewed were purposively selected because purposive sampling allows the selection of a small number of rich and relevant cases that provide in depth information of interest (Palinkas, 2023). The sampling technique directly informed the relevance, richness, and reliability of the study findings, shaping the impact of understanding parental involvement in pupils' engagement in learning.

3.5 Data Collection Instrument

The study used interview guide instrument.

3.5.1 Interview Guide

In the study, an interview guide was used which was a face-to-face data collection instrument to collect qualitative data from parents. This is because interviewing provides in-depth information pertaining to participants' experiences and viewpoints of a particular topic (Roulston, 2020). The researcher prepared and distributed written requests for interviews with the interview guides,

introductory letters, and consent forms attached. Ten parents accepted the request, and interview dates and time appointments were fixed. On the agreed date and time, the researcher requested the interviewees to answer the questions asked orally while taking down the notes of the interviewees' responses. According to Flick (2020), each interviewee was requested to fill a consent form before participating in the study and some gladly filled it. The purpose of a consent form was to ensure that participants were well-informed about what they were agreeing to and that they provide their informed and voluntary consent before they proceeded.

3.5.2 Focus Group Discussion

According to Morgan, (2020), Focus Group Discussion (FGD) is a qualitative research method used to gather insights, opinions, and perceptions from a group of people about a specific subject of interest. The researcher preferred to use FGDs because the goal was to facilitate open and interactive conversations so that it generates rich and nuanced information.

Following the advice by Creswell and Poth (2022), as a moderator, the researcher presented a set of predetermined questions and prompts which were intentionally designed to encourage participants to share their thoughts, experiences, and perceptions. This enabled the participants to engage in an open and free-flowing conversation.

3.6 Procedure of Data collection

As guided by Creswell, et al., (2022), data collection procedures and ethical considerations were followed. The researcher obtained an introductory letter from the Directorate of Research and Graduate Training. The researcher presented the introductory letter to the area of the study to allow gather information in relation to the study.

3.7 Data Quality Control

The procedures and practices for qualitative research involved were followed which aimed at ensuring that the qualitative data collected was trustworthy, credible, and accurate as argued by Creswell, et al., (2022). Data quality control was done at four levels for establishing trustworthiness of findings. These included credibility, transferability, dependability, and confirmability as key concepts related to ensuring the quality and accuracy of the study (Kyngäs, et al, 2020).

3.7.1 Credibility, transferability, dependability and confirmability of the Instruments

Credibility refers to the confidence and the accuracy of findings represented by the participants' experiences (Shufutinsky, 2020). Transferability means that the findings are also applicable in other circumstances or settings beyond the immediate study (Kyngäs, et al, 2020). while dependability indicates that the findings collected are reliable and could be replicated as argued by Nowell and Norris (2017). On the other hand, confirmability describes the degree of the findings of the study reflecting the participants' opinions and experiences rather than the researchers' biases, motivations, or interests (Chung, et al., 2020).

The findings established the levels of trustworthiness as the instruments were designed, discussed and validated together with the Supervisors. Credibility and confirmability were enhanced by use of techniques such as triangulation. The practice ensured that the interpretations of parental involvement in pupils' engagement were valid and resonate with participants' experiences. Data was collected from more than one group of participants as a way of ascertaining the authenticity of the information. Real narratives from the participants have been presented in the data analysis as a conformation of what the researcher was told in the field.

Gathering insights from parents in different socioeconomic backgrounds, clearly documenting these contexts allowed other researchers to understand how the findings might apply to their communities. Therefore, this practice established transferability. While as dependability was enhanced through recording the research process and decisions made. This involved documenting and justifying decisions made throughout the research process, maintaining consistency in data collection and analysis procedures, and potentially using methods like triangulation to confirm the findings. Confirmability involved taking steps to minimize researcher bias and subjectivity. This included keeping detailed records of the research process like field notes.

3.8 Data Management and Analysis

Data analysis consisted of systematic steps as guided by Miles and Huberman (2016). The study comprised interviews from 55 participants. The interview was conducted in June 2023. Audio recorded interviews were managed using a safe and secure device. In order to identify the various perspectives and experiences of participants on the subject, later audio recordings of interviews were translated into narrative form.

The researcher next went through each transcript to look for any distinct themes that were formed from the audio recordings of the interviews. In an effort to prepare coding, these distinct motifs were compared across interview transcripts. The interview participants shared and divergent themes were inferred from the coding. Frequently occurring themes were compiled and presented as interview subjects.

This technique was useful to the researcher because it enabled to compare the information obtained from the interviews and focus group discussions. The participants' views were quoted as

evidence of responses from the participants. The researcher concluded with credibility and authenticity.

3.9 Ethical Considerations

The researcher observed research ethics in carrying out the whole study. Research ethics that were emphasized included informed consent, anonymity, confidentiality, respect for privacy, honesty in reporting of data and testing plagiarism. Informed consent involved ensuring that all the participants participated in the study knowingly, voluntarily and intelligently. Therefore, the researcher explained to the participants the purpose of the study to make them choose to participate in it on their own by signing a consent form. Anonymity was maintained by protecting the identities of the participants by not linking the participants' identities to their responses. Confidentiality was ensured through ensuring that the participants were free to give and withhold as much information as they wished to the researcher. Honesty was maintained by avoiding bias in reporting and using research assistants. Data presentation, analysis and interpretation was strictly based on the data collected.

3.10 Study Limitations

Some important participants, such as parents who were responsible for their children's neglect, were reluctant to admit their shortcomings to the researcher. Furthermore, some participants, such as pupils, were unable to fully engage in the learning process because they were unsure of what it meant to feel comfortable disclosing the experiences they were having. Lastly, as the study was carried out in one sub-county in Kayunga area of Uganda. It could mean that the information gathered cannot be applied to other contexts. To address this, though, would need to gather information from a sizable sample in order to get representative answers.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

The study utilized Myles and Huberman's framework (2016) to structure the presentation and analysis of qualitative data. This framework includes guidelines for organizing findings, identifying themes, and making connections between data points. By using an established framework, the study aims to enhance the rigor and credibility of its findings. This means that the analysis is systematic, transparent, and defensible. Myles and Huberman's framework (2016) stressed the need for clarity and coherence in presenting findings.

The chapter also presents findings from the demographic bio data of the participants, findings on pupils' engagement in learning, and findings on parental involvement and their dimensions following the objectives of the study as presented below. Demographic information of participants is presented in a table, followed by qualitative data obtained from the study.

4.1 Demographic Bio Data of the Pupils

The demographic bio data of pupils included variables like; age, class, gender, and religion as shown in the table 4.1.

Table 4.1: Demographic Bio Data of Pupils

Bio data	Elements	Frequencies	Percentages	Cumulative Percentages
Age	11 - 13	05	25	25
	14 - 16	12	60	85
	17 - 19	02	10	95
	20 and above	01	05	100
Class	P. 6	08	40	40
	P. 7	12	60	100
Gender	Male	13	65	65
	Female	07	35	100
Religion	Anglican	08	40	40
	Catholic	04	20	60
	Muslims	04	20	80
	Adventists	02	10	90
	Others	02	10	100

Source: primary data, 2023

The findings on age of the participants showed that different age groups of the 20 pupils who were interviewed ranged from 11 to 20 years. That is to say; 11 to 13 years were 05 (25%), 14 to 16 years were 12 (60%), 17 to 19 years were 02 (10%) and 20 years and above were 01 (05%). The implication is that majority of the pupils who were involved in focus group discussions were in the age range of 14 to 16 years. Therefore, they were mature enough to reveal whether their parents were actively involved in their learning engagement.

Table 4.1 indicated the two upper classes namely; primary six which had the 08 (40%) pupils and primary seven which had the majority with 12 (60%) pupils. These two classes have definite experience about the parental involvement in learning since during the Covid-19 lock down they were in primary three and four. These classes were automatically promoted yet the

learning was done at their respective homes by their parents. Majority of the participants were in the transition class who are currently in primary seven.

Regarding the gender of the pupils who participated in this study as shown in Table 4.1, the male were 13 (65%) and the female were 07 (35%). The high response of the male was related to higher number of male pupils in upper primary classes of Nazigo sub-county compared to the female pupils.

As far as religion was concerned as shown in Table 4.1, the Anglican pupils were the majority 08 (40%), followed by the Catholic pupils and the Muslim pupils whose numbers were the same at 04 (20%). On the other hand, the Adventist pupils were 02 (10%) while pupils of other religions were 02 (10%). This implies that at Nazigo sub-county, there are more pupils in upper primary classes coming from Anglican families.

4.2 Demographic Bio Data of the Parents

The demographic bio data of parents included gender, age, occupation, education level, religion, and marital status as seen in Table 4.2.

Table 4.2: Demographic Bio Data of Parents

Bio data	Elements	Frequencies	Percentages	Cumulative Percentages
Gender	Male	06	60	60
	Female	04	40	100
Age	< 30 years	01	10	10
	30 – 40 years	02	20	30
	41 – 50 years	06	60	90
	51 – 60 years	01	10	100
	> 60 years	00	-	100
Occupation	Farmers	05	50	50
	Professionals	02	20	70
	Business people	02	20	90
	Transporters	01	10	100
Education Level	Primary	06	60	60
	Secondary	02	20	80
	Tertiary	02	20	100
	University	00	-	100
Religion	Anglicans	04	40	40
	Catholics	02	20	60
	Muslims	02	20	80
	Adventists	01	10	90
	Others	01	10	100
Marital Status	Married	06	60	60
	Single	01	10	70
	Divorced	02	20	90
	Widowed	01	10	100

Primary data; 2023

Regarding the gender of parents from the Table 4.2, findings show that between parents, that is; male and female parents, the male were 06 (60%) while the female parents were 04 (40%). The high response of male parents during data collection could be attributed to the willingness to reveal the information while female were seemingly shy and in the rural Nazigo sub-county there was male dominance evidently observed.

Regarding the age range, only 01 (10%) of the parents interviewed was below 30 years of age, while 02 (20%) of the parents interviewed were between 30 to 40 years and the majority 06 (60%) of the parents interviewed were between 41 to 50 years while only 01 (10%) of the parents

was in between the age range of 51 to 60 years. This implies that many of the parents at Nazigo sub- county are in the age range of 41 to 50 year.

As far as occupations for the parents interviewed was concerned, Table 4.2 indicated that parents of 4 different occupations had children in upper primary classes namely; farmers who were the majority 05 (50%), followed by the professionals like teachers, builders 02 (20%), business people like market vendors also were the same as professionals 02 (20%) and transporters like border riders were 01 (10%). Therefore, being a village setting the source of income for facilitating their children was from farming for most parents and professionals and business people was few then transporters were the least who had children in upper primary classes.

Concerning education level of parents interviewed, Table 4.2 indicated the majority being primary leavers 06 (60%), secondary 02 (20%), tertiary 02 (20%) and university 00 (-). Therefore, it indicated that could be the majority being primary leavers, they have less input to help their children be focused on education. The secondary and tertiary were fewer than primary which could be attributed to lack of role models as it is the case with university which had none.

Religion of the parents interviewed Table 4.2 indicted four namely; Anglicans who were the majority 04 (40%) followed by the Roman Catholics 02 (20%) who were the same as Muslims 02 (20%), Adventists 01 (10%) and others 01 (10%). This therefore, implies that most of the parents at Nazigo sub-county are Anglicans.

Then about the family status of the parents interviewed, Table 4.2 showed four. The majority of parents were married 04 (40%), singles were 01 (10%), divorced 02 (20%) and widowed 01 (10%). This therefore implied that most children were staying with both of their parents whereas the divorced were fewer and the single and widowed parents were the fewest in Nazigo sub-county.

4.3 Presentation of Findings

Objective one aimed at exploring the impact of parental monitoring on pupils' engagement in learning at Nazigo sub-county in Kayunga district. Pupils held focus group discussions on items related to their engagement in learning which is the DV (Appendix 1). They were requested to reveal how they felt about their engagement.

4.3.1 Affective Engagement

Item number one tasked pupils to reveal how they felt when they got engaged in learning. The study found that pupils' feelings towards engagement in learning varied widely. Some expressed positive feelings when they understood the content and enjoyed learning, while others faced challenges such as hunger, difficulty in understanding, fear of punishment, or disinterest. Positive engagement was associated with comprehension and interest in the material being taught, while negative engagement stemmed from various barriers.

The responses from the focus group discussions conducted with the pupils revealed as follows;

One of the participants in the focus group two said that; *'I feel good and I love reading whether from school or home because it helps me to get knowledge and be able to perform well in my exams.'*

Another participant had this to remark from the same focus group discussion;

I feel good especially when I am engaged in learning content that I understand for example calculating numbers in Mathematics. This is because I intend to focus on sciences and my teachers told me it is a key subject. My problem is getting engaged in learning content that is too hard to understand especially hard vocabulary I become bored.

From the focus group discussion four, one participant informed that;

I do not feel good when I get engaged in learning especially at school because I feel hungry, I do not eat anything from school yet the teachers want me to be busy with work. If a teacher asks a question and you fail to respond appropriately, she beats you especially our teacher for English.

Another one from focus group discussion four also said that;

I only feel good when it is time for lunch or going back home because I get to know that no one will be so strict on me but at school in the class even if the teacher is not there, the class monitors will be strict on you. At home my parents do not bother me with reading books because they are too busy and they engage me with domestic work. So, by the time I finish the work it is late, and feel too tired to resort to studies.

Participant five from focus group four reported that;

I do not feel good when I get engaged in learning because I do not understand what I read. The content is very hard and it forces me not to attend school daily. Sometimes I dodge school and go with my friend to harvest sugarcane from which they pay us some money.

This implies that some children felt good when they got engaged in learning materials because it helped them to get knowledge and be able to perform well in their exams. Others felt good when engaged in subjects they loved like Mathematics because they intended to focus on sciences yet it is a key subject.

However, the majority of the pupils did not feel good due to hunger since they did not eat anything from school yet the teachers wanted them to be busy with work. If a teacher asked a question and they failed, they were beaten especially their teachers for English. Others did not like

the strictness experienced from school yet at their homes no one would bother them because parents were busy with their occupations. Whereas others did not understand what they were reading which forced them to dodge school instead got engaged in sugarcane cutting from which they got money.

Item two of the Affective engagement of the pupils in learning, required them to report how often their parents checked their books to ensure that they completed given assignments. Findings revealed that the level of parental involvement in monitoring and supporting children's learning varied based on factors such as parents' education level, occupation, and family structure.

Some parents actively checked their children's books, ensured completion of homework, and provided encouragement, while others were less involved due to factors like lack of education, busy schedules, or disinterest in learning. Pupils' responses from the focus group discussions were as follows;

Participant Three from the focus group discussion one pointed out that;

My parents check my books to see how I organize the work taught at school because they are so strict about schoolwork. I like to check if I take my books to teachers for marking, I do corrections and ensure that I complete my homework before going to play with my friends if given. Both of them are professionals so I cannot dodge them because my father is a parish chief and my mother is a teacher.

Another participant from focus group five said that;

My mother checks my books sometimes but she checks when only I have requested for a new book to confirm if it is over and if my work is marked. She is not educated so she cannot read to know whether the content taught is appropriate for my level.

Contrary to the above responses, in focus group discussion three one of the participants revealed that;

My parents do not check my books when I come back from school because they are not educated. Second, they are very rear at home due to their occupations so they come back so late when we are asleep. When I come back from, school I just do my homework given to me from school and I keep my books.

Another participant from the same focus group discussion informed that;

My parents do not check my books because they are always busy with their occupation and come back home late when am asleep. Sometimes I do my homework with my friends before leaving school because I know I will not find anyone to guide me at home.

Similar to the above response another participant from the focus group two said that; ‘*My parents cannot check my books because they do not buy them for me. I buy myself the books from the money I get from cutting sugarcanes and pineapple harvesting*’.

In summary, checking the children’s books by the parents when they come back from school depends on the parent’s education level and occupation. Some parents checked their children’s books to see how they organized the work taught at school, if they took books to teachers for marking if they did corrections and ensured that they completed their homework.

Others checked when only their children requested new books to confirm if it was over. The majority did not check because they were so busy with their occupations that they could not spare time. They came back home so late when the children were asleep.

Since parents were not educated, they could not read to know whether the content taught was appropriate and helped in homework completion. Other parents could not check their children's books because they did not buy them for their children. Children worked and provided for themselves by cutting sugarcane and pineapple harvesting.

The third item tasked pupils to report how their parents encouraged them to persist with study activities. Findings showed that parental encouragement played a significant role in motivating children to persist in their studies. Parents who emphasized the importance of education for future opportunities and modeled responsible behavior positively influenced their children's engagement in learning.

However, some parents either lacked the ability to provide encouragement or actively discouraged their children from prioritizing education, believing it had limited value compared to other activities like income generation.

The following were the findings from the focus group discussion one, a participant informed that;

My mother encourages me to persist with studies because it is through education that I should have a good job for economic sustainability and I support her with my other siblings since I am the first born. She tries her best to clear the school requirements on time such that I am not sent back home for school dues but I concentrate on the studies.

From the same focus group discussion, another participant added that;

My father inspires me to persist with studies because he tells me it is the only way to grow into a responsible citizen. He does not want me to be indulged in bad groups of village dwellers who take drugs and do bad acts yet they are almost my age mates. He ensures

that he goes with me for graduation parties when invited and we have attended two with him. He motivated me that I can also make it if I get focused.

Contrary to the above, one participant from the fifth focus group responded that;

Due to the lack of role models in our village setting, my father demotivates me to persist with my studies instead he wants me to be also in income-generating activities. He told me that it is important to know how to read and write but education has no good future. He gave me an example of two colleagues with whom they buzz yet they are graduates but they have never had jobs instead they are the ones who support them. Even the people who employ them in their 'shambas' are illiterate.

Similar to the above, another participant from the same focus group discussion pointed out that;

My mother is a single parent because our dad died so she cannot encourage me to fully persist in my studies. We have to work with her in the garden activities, especially during planting and harvesting seasons. She cannot manage alone since it is the source of income for basic needs. Therefore, it is only when we are not busy in the garden that we concentrate on our studies.

In addition to the above, another participant from focus group discussion five reported that;

Our mother divorced so we stay with our father but he does not have time for us. He tells us to go to school such that the LCI chairman does not arrest him for not educating us. He rarely talks to us issues concerning studies.

The implication from the discussions held with pupils from the different focus groups revealed that few parents inspired their children to persist with studies. That is to say, they encouraged their children to persist with studies because it was through education that they should have good jobs for economic sustainability. Others inspired their children to persist with studies because they wanted them to grow into responsible citizens. They did not want them to be indulged in bad groups of village dwellers who took drugs and did bad acts. Some parents ensured that their children escorted them to graduation parties when invited such that they got motivated to focus on studies.

However, other parents did not do much to inspire their children to persist on studies. That is to say, due to lack of role models from their village setting, parents demotivated their children instead they wanted children to concentrate on income generating activities. As long as they knew how to read and write but education had no good future even the ones who employed them in their gardens were illiterate. Some parents were single so they had to encourage their children work with them in the gardens in order to sustain the families. Others had very rarely talks concerning studies. They even took children to schools in fear of being arrested.

Task four required pupils to report whether they had friends and how often their parents asked to meet those friends. The study highlighted the role of friends in influencing engagement in learning. Parents showed varying levels of interest in knowing their children's friends, with some not actively seeking to meet them or inquire about their influence. This implied that parental involvement in understanding their children's friendships could impact their children's academic performance and attitude towards education. All pupils with whom discussions were held confirmed that they had friends and the findings were as follows of how often their parents asked to meet them;

One of the participants from focus group two revealed that;

My parents have never asked to meet my friends. They only get to know them when I go with them to our home. They have advised me to be careful with friends because they can easily mislead if not good mannered.

Participant four in the same group discussion two reported said that;

I have friends but my brother with whom I stay has never seen them and had never asked to meet them because on a daily basis he comes back home at night since he is a motorcycle rider that he rides up to late nights.

In the same group discussion, participant five added that; *'My friends I have are from school, and I have never brought them over to our house. My mother has never requested to meet them and has never expressed an interest in doing so.'*

From the above revelation, as far as friends are concerned, parents were not bothered to know them. Those who were interested in knowing them only got to know them when their children went with them to their homes but they did not ask to meet them. The implication is that friends if they are interested in learning, can as well instigate one to be engaged in learning.

An analysis from the presentations on affective engagement above, the following four themes have emerged namely:

Affective Engagement in Learning emerged as the first theme. From this theme, feelings towards engagement in learning varied among pupils. Positive feelings were associated with understanding and enjoying the content, while negative feelings stemmed from factors like hunger, difficulty in understanding, and fear of punishment. Engagement was influenced by personal interest in subjects and home environment. The interpretation was that, when pupils understand the material

being taught, they are more likely to feel motivated and enthusiastic about participating in learning activities. While pupils who encountered barriers could not fully engage with materials being taught leading to feelings of frustration, disinterest, or anxiety.

The second theme that emerged was Parental Involvement in Monitoring. Under this theme, Parental involvement in monitoring and supporting children's learning varied significantly based on factors such as education level, occupation, and family structure. Some parents were actively engaged in checking their children's books, ensuring completion of homework, and providing encouragement, while others were less involved due to factors like lack of education, busy schedules, or disinterest. The interpretation here is that, the level of education of the parents determined the level of involvement and monitoring.

The third theme that emerged was Parental Encouragement and Role Modeling. From this theme, Parental encouragement played a crucial role in motivating children to persist with their studies. There was also Positive encouragement that included emphasizing the importance of education for future opportunities and modeling responsible behavior. Conversely, some parents either lacked the ability to provide encouragement or actively discouraged their children from prioritizing education due to beliefs about its limited value compared to other activities like income generation. This can be interpreted to mean that parents who encouraged their children were able to be engaged in learning and those who did not, their children did not get engaged in learning.

The fourth theme which emerged was Social Influence of Friends. Under this theme the role of friends in influencing engagement in learning was highlighted. Parents showed varying levels of interest in knowing their children's friends, with some not actively seeking to meet them or inquire about their influence. This implied that parents who actively involved in understanding

their children's friendships, they may overlook the potential positive or negative influences that peers can have on their children's academic performance and attitude towards education.

4.3.2 Behavioral Engagement

In an attempt to get responses from the participants regarding behavioral engagement, the study revealed that; parental engagement in children's education is influenced by various factors such as socio-economic status, occupation, and personal priorities. Active involvement from parents can positively impact children's academic performance and overall engagement in learning. The following items were used to task the pupils in their focus group discussions to assess the level of their parents' engagement in their learning. Item number one asked how often pupils' parents asked them about the activities they engaged in with their friends. The responses received from focus group discussions are as follows;

One of the participants in the focus group discussion one said that;

My parents send me to my friends so that we can do our homework together since for them they are of low level of education and cannot guide me when doing homework. So, when I come back, my father finds out what we have been engaging in by asking me because he insists that he does not want me to be involved in bad groups.

Another participant from the same focus group discussion added that;

My father always tells me that he does not want to see me with friends whom we do not share the same class especially those of upper classes because they may be having intentions which could divert my focus from studies. Therefore, whenever he sees me with any friend, he inquires much from him and when the friend leaves, he asks me why he is my friend and the type of conversation we hold.

Similarly, to the above response in the same focus group discussion another participant informed that;

My mother frequently encourages me to mind the type of friends I have especially from our village. She goes ahead to tell me children with whom she does not want me to associate with because she knows that their characters are unbearable for school going children like me. Therefore, she is very inquisitive about the activities we engage in with my friends by asking the teachers when he visits my school.

Contrary to the previous participants, another participant in the same focus group discussion hinted that; *'My mother has never asked me about the engagements I am in with my friends. She is always busy with her business and always comes back home very late at night.'*

In addition to that, in the same focus group discussion, another participant pointed out that;
Our dad is a polygamous man. He takes long to come back to our home. My mother tells me some times to be friendly to those friends who link me to hawking tomatoes such that we get some income for the basic needs as she also tries with selling silver fish.

The findings therefore implied that some parents were very inquisitive about the activities their children were engaged in with friends by insisting the type of friends they should associate with and by asking their children. Others asked the teachers of their children when they visited the schools where their children studied from. However, other parents did not bother to know the kind of friends their children had and the kind of friends. This was due to parents' being busy with their businesses that made them come back home very late in the night. Whereas others could encourage their children to have friends who could connect them to activities which were income generating such that they got basic needs.

Item number two from the construct of behavioral engagement required pupils to give responses of how frequently their parents helped them to concentrate on learning. The responses were as follows;

One of the participants from the third focus group session informed that;

Quite often my grandmother helps me to concentrate on learning by making sure I begin schooling on the first day of the term and clearing all school dues such that I am not disturbed by being sent back home for school dues. From home she says she does not want me to get so much engaged in much domestic activities which would tire me such that I do not get time to revise my books.

In addition to the above, another participant from the same focus group discussion reported that;

My mother says she did not get the chance to go to high levels of education so she endeavors to provide me with school requirements on time though she pays in halves since we are many. Even at home she wakes me up early every morning to prepare for school. I am always among the first pupils to reach school. By the time the rest of the pupils reach school, they get me when I have revised with some other early pupils. Due to that help from my mother I am able to be among the best performers at school.

Contrary to the above responses, another participant revealed that;

My Dad rarely helps me to concentrate on learning especially when at home because he engages me into income generating activities like hawking maize if it is a season or tomatoes or greens because it is the source of income. He says when he works alone, he earns less but when we get involved because we move to further places. We almost do it every day when we leave school.

Similar to the above, one of the participants from focus group discussion four added that;

My parents have never helped me to concentrate on studies because whenever I try to read my books from home, my step mother always comments that all school related activities are supposed to be handled from school where there are trained personals for that purpose.

Another participant from group discussion number five informed that;

Concentrating on studies needs when one has eaten food. At home, my mother does not have enough food. Much of the time I am at school from where I do not get any food for eating. When I go home after getting my meals, we live in a single roomed house that I cannot even get space for reading my books and that is what my mother can afford ever since our father passed on. The only help she offers me is letting me attend school but beyond that she cannot afford.

The implication was that some parents especially the female ensure that their children concentrate on studies. This is by providing requirements like school dues though not paid fully at once. Some parents wake up their children early enough for school. However, majority of the pupils according to the findings were not helped by their parents to concentrate on learning. This is due to various factors like; parents engaging their children into hawking for income purposes, not allowing them concentrate on studies at home and low-income earners since they are widowed parents who cannot afford bigger houses to enable children have space for reading at home.

Item three needed pupils to report about how often they held discussions with their parents about their studies. The results on discussions held with pupils revealed that most parents did not hold discussions with their children about their studies and the findings were as follows;

One of the participants from focus group discussion four pointed out that;

Since my father is a teacher, we often hold discussion about my studies especially science since he is a teacher for that particular subject. So, he always wants to find out how much we have covered and also asks me questions orally. In case I do not respond correctly, he guides me to the correct way of answering.

Participant five from focus group discussion four revealed that;

My mother has never asked me about my studies because she does not know much about what we study. This is because she is illiterate, she only inquires whether I had attended school and if not, she may want to know the reason as to why I did not.

Another participant from the same group added that;

Discussions about my studies are rare with my mother. She is only interested in knowing if I went to school or not because school is like security for me and my siblings. She is a busy parent who moves during day time looking for items to sell in the market and in the afternoon, she goes to her stall which she leaves very late in the night daily.

In summary, the type of occupation for the parent determined whether to hold discussions about their children's studies or not. That is to say, according to the findings under behavioral engagement, parents who are professionals like teachers endeavored to hold discussions. However, parents whose occupations are businesses and parents of low level of education, did not spare time to discuss about their children's studies. This left most of the effort being taken onto the teachers at school which might have not been enough for pupils to be fully engaged in learning.

An analysis from the presentations on behavioral engagement above, the following themes have emerged namely:

The first theme that emerged was Parental Monitoring of Social Interactions and guidance. Under this theme, Parents exhibit varying levels of involvement in monitoring their children's social interactions with friends. Some parents actively inquire about their children's friends, emphasizing the importance of associating with positive influences and avoiding negative peer groups. Others, however, are less hands-on, either due to their busy schedules or lack of awareness about their children's social activities. The interpretation was that children whose parents were actively engaged in monitoring may develop a stronger sense of discernment and make healthier social

choices. Children whose parents were less involved were not aware of potential warning signs or problematic behaviors exhibited by their child's friends.

The second theme that emerged was Parental Support for Academic Focus. According to this theme, parents play a crucial role in supporting their children's concentration on learning. Positive forms of support include providing resources for schooling, ensuring timely payment of school fees, and creating conducive environments for studying. However, some parents may unconsciously weaken from academic focus by involving their children in income-generating activities or dismissing the importance of studying at home.

The third theme that emerged was Occupational Influence on Parental Engagement. From this theme the nature of parents' occupations significantly impacts their ability to engage with their children's education. Parents in professional roles, such as teaching, tend to be more involved in discussions about their children's studies, while those engaged in business or with lower levels of education may prioritize work over educational discussions. The interpretation was that professional parents may have firsthand knowledge of educational practices, teaching methodologies, and effective ways to support their children's academic development. Parents engaged in business or other occupations may face time constraints and competing priorities that limit their ability to engage with their children's education. Demands from work may take precedence, leading these parents to prioritize professional responsibilities over educational discussions or involvement in school-related activities.

Another theme which was Impact of Socioeconomic Status of the family emerged. Under this theme factors such as; income level and family structure, also play a role in parental engagement. Families facing financial constraints may prioritize economic activities over educational support, while single-parent households or those with multiple responsibilities may

struggle to allocate time for discussing studies. The interpretation implied that families of low-income level some single parents engage their children in income generating activities than learning activities.

In addition to the above themes, Divergent Parental Priorities emerged. According to this theme, Parental priorities vary based on individual circumstances and beliefs. Some prioritize academic success and invest time in discussing studies with their children, while others view education as a means of security but focus more on economic stability and meeting basic needs. The interpretation means that parents who actively get involved can foster a positive attitude towards engagement in learning, improve study habits, and provide necessary support for academic growth. Conversely, children whose parents prioritize economic stability may receive more support in terms of meeting basic needs and financial security rather than academic enrichment.

4.3.3 Cognitive Engagement

In an effort to find out how the pupils' internal investment in the learning process, which incorporates the inner psychological qualities of the learners, or their nonvisible traits that promote effort in learning, understanding, and mastering the knowledge or skills that are promoted in their academic work. Findings revealed that pupils actively engage in seeking support and resources to aid their learning process, whether through parental guidance or peer consultation. However, challenges such as fear of ridicule or lack of parental involvement may hinder some pupils' ability to effectively steer their academic pursuits.

The following items were used; Item one tasked pupils to reveal how their parents guided them to discover what they should focus on. Findings showed that pupils' access to study materials and time for studying is influenced by their socioeconomic backgrounds. Some pupils have

supportive parents who provide resources and dedicate time for studying, while others face challenges due to financial constraints or parental absence. This disparity in access to resources affects pupils' ability to engage effectively in their learning. The following were their responses for participants;

In the focus group discussion two, one participant said that;

In order to recognize what I should focus on, my father talks to the class teachers whenever he visits the school. He tells them to put more emphasis on me while teaching especially in my weak subjects like Mathematic which they have also done. This has helped me to improve because my marks have changed from the previous years.

Another participant from the same focus group intimated that;

My aunt with whom I stay helps me to realize what I should focus on by talking to me while referring to some colleagues of ours who got pregnant and abandoned school but are suffering from our village. Therefore, she tells me to focus on studies such that I become a professional in future like some well-off family in our village which has educated its children. They always hold and celebrate graduation parties. They always invite her and she normally goes with me such that I get inspired and be focused.

Another participant from the same group added that; *'My grandmother advises me to have friends who perform well at school. She tells me such friends do not have time for bad acts. Therefore, they will also help me to focus on my studies.'*

Participant four from focus group five informed that;

My father always tells me that it is upon me to be focused. If he realizes that I am not serious with my studies, he will stop giving me his money. He can use it for buying buzz other than spending it on people who are not focused. After all, not whoever is successful is educated and he refers me to my elder sisters who are primary graduates but they are sustaining their families.

Similarly, another participant revealed that;

My father is rare at home. Anything concerning studies he has no time and he does not comment anything. We only talk about it when asking for school dues which he gives me and my siblings after some time when sent back home.

This implies that parents both male and female, are concerned about what their children should focus on. They do this through consulting subject teachers of their children where they perform poorly, inspiring their children by showing role models who progressed in their academics and encouraging their children to have purposeful friends who will motivate them to be focuses. Nevertheless, some parents demotivate their children by referring them to unsuccessful sisters and brothers in the academic world. In addition to failure to fulfill responsibilities like timely payment of school dues and presence of parents in the day-to-day life of the children, hinders them to be focused on engagement in learning.

Item number two intended to make pupils to report how they consulted their peers and asked questions to help them learn. The following were the findings;

Participants from focus group discussion two gave information that;

I consult my friends during our discussion groups when there is no teacher in class. We normally do our tasks in groups and in those groups, we have some of our colleagues who are better in different subjects. They always make sure they explain to us in local language which helps me to understand better.

Participant three from the same group discussion above pointed out that;

During our free time is when I consult my peers to ask questions which seem hard to me. If they have got them right, they give me their books to copy while I am doing corrections. Sometimes they help to explain to me where what I have not understood.

Participant four from focus group discussion four added that;

Since my father is a teacher and we are in a candidate class, he gets me past papers of previous years from the school he teaches. So, I always take those papers and we discuss them with my peers. Before I even consult them, they are the ones who look for me. In case we come across hard questions, we often consult the respective subject teachers for assistance.

Contrary to the above, participant five from the same focus group discussion four revealed that; *'I do not consult my peers because they also do not know. If it is an examination and a question is hard, I try copy in the book steal fully [sick]'*

One of the participants in focus group discussion five pointed out that;

I do not want to be laughed at by my peers so I do not consult any of them. They have got a tendency of demeaning one who asks questions thinking whoever asks is dull which makes me feel shy. Therefore, I keep quiet but instead consult my teachers for assistance in case of a question which seems hard for me.

In addition to the above, another participant from the same focus group discussion added that;

Consulting peers is hard because some of our peers want to be on top always and they feel jealousy if one asks them thinking you will perform better than them. When you ask them what is hard, they will give you a wrong answer or refuse to tell you the right answer. Therefore, I decide not to ask any question until the teacher tells me the right answer.

Therefore, the implication is that some pupils consulted their peers and asked questions. This helped them learn better during their free time. This is because the others pupils from whom they asked would explain to them better. The pupils whose parents were professionals like teachers provided their children with past papers which they shared with other pupils. At times they made use of the subject teachers for assistance. Nevertheless, other pupils did not consult their peers because they felt intimidated when they were laughed at, in case they gave wrong responses or

gave no response at all. Consultations with other peers to explain questions which seemed hard encouraged pupils to be engaged in learning.

The following were the pupils' responses to task item three, which required the pupils to explain how they approached challenging homework;

Participant two from focus group discussion one informed that;

When I run into a difficult homework, I make sure I consult my class mates, we do it together before going back home. From home there is no one who can help me because my siblings are in lower classes and I stay with my grandmother who is not educated.

Another participant from the same focus group discussion pointed out that; *'I always refer to the old books of my elder brothers in higher classes for answers. In case I fail to get what I want, I consult them when they come back from school.'*

Similarly, another participant from the same group discussion one added that; *'I have neighbors with whom we share the class. So, I go to them for assistance and also refer to our notes.'*

A participant from focus group discussion four gave information that;

In case the home work is difficult, I consult my parents although they say that they do not know what we study. So, what they do they normally google for answers from their smart phones and it gives us the answers. I only fail to get answers when any of them is not around that's when I will wait for the next day. Then I try to inquire from my class mates from school.

In summary some pupils managed homework which was difficult for them by consulting their class mates, old books of elder brothers in higher classes and seeking assistance from neighboring children of the same class as also they consulted their c. The other pupils managed their homework by consulting their parents who used smart phones to google for the answers.

An analysis from the presentations on cognitive engagement above, the following themes have emerged namely:

The first key theme that emerged was Parental Guidance and Support. Below the theme, the role of parents in guiding and supporting their children's academic focus emerges prominently. Parents are depicted as actively involved in their children's education, whether by communicating with teachers, providing inspiration through success stories, or facilitating access to educational resources like past papers. The interpretation was that when parents take an active role in their children's education, it often leads to engagement in learning and improved academic performance.

The next theme that emerged was Peer Influence and Consultation. According to this theme, the importance of peer interaction and collaboration in learning is evident. Some students rely on their peers for clarification of concepts, assistance with homework, and sharing of study materials. However, there's a contrast between supportive peer environments and those where fear of ridicule or competition constrains collaboration. The interpretation implies that the active engagement enhances retention and comprehension of the subject matter. When pupils feel intimidated or judged by their peers, they may hesitate to ask questions or seek help, leading to misconceptions and academic struggles.

The third theme that emerged was Resourcefulness in Learning. From this theme, pupils demonstrate resourcefulness in overcoming academic challenges, utilizing various strategies such as consulting peers, utilizing older siblings' materials, seeking assistance from neighbors, and even leveraging technology (smartphones) with parental assistance. The interpretation means that the pupils learn the value of teamwork and cooperation in achieving common academic goals, while also building positive relationships with those around them. Pupils also develop problem-solving skills that are essential for academic success and lifelong learning.

Another theme that emerged was Social Dynamics in Learning Environments. Under this theme, pupils face various challenges such as peer pressure, fear of judgment, and competition, which can either facilitate or hinder their learning experiences. The interpretation implies that educators need to be aware of these challenges and create a supportive environment that encourages pupils to overcome obstacles and thrive academically.

In addition to the above, Motivation and Self-Efficacy was another theme that emerged. From this theme motivational factors play a significant role in pupils' academic engagement. While some are inspired by parental expectations and success stories, others may struggle due to perceived lack of support or confidence issues. This was interpreted that positive parental involvement and encouragement can instill a strong sense of purpose and drive in pupils, pushing them to perform well in their studies. Conversely, pupils who lack of support from their parents or teachers may struggle to find motivation and feel demotivated to engage in academic activities.

Barriers to Learning was another theme that emerged. According to this theme, barriers to effective learning, including inadequate parental involvement, lack of access to educational support at home, and negative peer interactions that discourage seeking help. The interpretation means that when parents are not actively engaged in their child's education, it can limit the support and guidance pupils receive at home. Some pupils who may not have access to resources such as books, or educational materials at home, this can impede their ability to complete homework, study effectively, and reinforce what they learn in the classroom. Without adequate support at home, may struggle to grasp concepts and fall behind in their studies.

4.3.4 Agentic Engagement

In an attempt to find out how pupils construct more helpful learning environments for themselves, such as finding exciting things to do in relation to learning, the pupils were required to report on

how they informed their parents about what they needed for their studies for item one. Findings revealed that the socioeconomic status of pupils greatly influences their access to study materials and time for studying. Some have supportive parents who provide resources, while others face challenges due to financial constraints or parental absence.

They disclosed the following: One of the participants from focus group discussion one said that; *'When I want some items to use like books, pens, uniforms or any other, I request from my grandmother with whom I stay. She normally gives me whatever I ask for as long as it is related to learning.'*

A participant from the focus group discussion two informed that;

Before the term begins, I write a list of items that can push me throughout the term like books, pens, money for extra lessons and school dues such that I may not be disturbed during the course of the term. Since I do not stay with my mother, so she sends me money at once and I purchase them.

Different from what the above participants said, a participant in focus group discussion number three revealed that;

My mother is a divorced woman who looks after the four of us. She gets her income through working for people in their gardens, washing clothes for people and sometimes selling maize when it is a season. What she gets from doing all that is not enough for all of us. Therefore, often times we join her to dig in case she is given a part to clear, we hawk maize, tomatoes and greens depending on what she will have got. Therefore, from the profits we get, she buys us what we need for school.

In addition to the above, a participant from focus group discussion four pointed out that;

I do not waste my time to let my father know what I need because he stopped giving me items I need when I was still in lower classes. Since sometimes I work in peoples' gardens

at 6 o'clock to read my books before getting engaged in garden activities.

He is present, he tries to let me read at least for an hour. During holidays, he wakes me up. My father always says before I sleep I should dedicate time for reading my books and when

One of the participants in focus group discussion four said that:

presence:

parents who provide resources, while others face challenges due to financial constraints or parental greatly influences their access to study materials and time for studying. Some have supportive parents provided them to study. The findings showed that the socioeconomic status of pupils

Item two emerging from thematic engagement tasked pupils to reveal how much time their

for scholastic materials.

ensuring that he exhibits good academic performance so as to win the head teacher's sponsorship

plans and harvesting principles. One participant revealed that he gets the study items by

jointly with their mothers to buy while the others sought for employment from sugar cane

required such that they are given money for purchasing them. The other pupils engaged in working

pupils reported that they got study item from their parents, others would write a list of items

In conclusion, the way how pupils got study items differed from pupil to pupil. Whereas some

buy me for a term.

teacher gives us books at every end of term. Those are the ones that I use and they normally

My advantage is that I am always among the first five pupils in our class so our head

are supposed to be for free. Therefore, I should not bother him asking for requirements.

My father said that since I study from a Universal Primary Education school, all services

Similar to the above, a participant from focus group discussion five said that:

that money to buy the major items I may need like books and money for extra lessons.

during harvesting seasons of pineapples and sugarcane, when they pay me I use part of

During the focus group discussion with group three, one of the participants said that; *‘Whenever I come back home, my parents assign me some home chores then after supper they tell me to concentrate on my homework if given or revise my books.*

Another participant from the same focus group discussion informed that;

My mother is a teacher by profession so whenever she is at home, she endeavors to allow me time to study my books. She normally says that when I take long without engaging in studying books, I will easily forget the matter learnt from school. Therefore, during holidays, every morning at 6 o'clock she wakes me up to read books and before sleeping in the night. We made a time table with her for my holiday activities.

Differing from the previous participants from the same focus group discussion, another participant pointed out that;

Due to many activities, we are supposed to do at home, our parents provide us no time to study. I only have time for studying provided by teachers at school. Whenever I go back home with my siblings, our parents also get some relief to rest from work and we also get involved.

In addition to the above, one of the participants from focus group discussion five said that;

My mother does not provide me any time for studying because when I leave school, I join her in the market where she works every evening to sell cooked food. So, by the time we leave market, I am already tired.

This implied that, some parents gave their children time for studies by dedicating an hour to reading before sleeping. others assigned some time to focus on their homework if given, or revised their books. Whereas some encouraged enough time during holidays and after school, during holidays, parents woke up their children every morning at six in the morning to read books and others encouraged to make a schedule for their children's holiday activities. However, other parents were unable to provide their children any study time. This is because they opted to have their children accompany them to work or go with them to the market where they work.

Item three tasked pupils to point out how they were guided by their parents on how to utilize their time. The findings informed that Parents play a crucial role in guiding and supporting their children's education. Some actively encourage studying, create schedules, and monitor their children's time management, while others may not provide as much guidance due to various reasons such as work commitments or lack of awareness.

One participant from focus group discussion two informed that;

My parents always guide by advising me to use my time appropriately by engaging into purposeful activities which can develop me especially in the academics. My father reaches the extent of asking me how I spent that particular day when he comes back home in the evening from his place of work. If I report how the day had been without mentioning any time allocated for studies, he becomes harsh. He tells me since I am in a candidate class, any time gone will not be recovered.

Another participant from the same focus group discussion added that;

My father mentors me by telling us to create timetables, especially while spending time with my siblings on holidays. He says that those that are successful do not waste time. After we complete our scheduled activities, he permits us to play with our friends. If he sees any of us playing before finishing the intended tasks, he becomes very tough on us.

One of the participants from focus group discussion three said that;

My parents engage me with household duties to teach me how to make the best use of my time, but school already has a set schedule. My mother therefore directs me by giving me tasks to complete so that I am occupied nearly most of the time. I cannot go to play with my friends until I have completed the tasks, she has given me.

Another participant from the same focus discussion group added that; *'Both of my parents are not always at home, so I get to decide how I spend my time. After finishing school, I perform some housework before joining my friends to play.'*

Participant four from focus discussion group four reported that;

My elder brother, with whom I share a home, never suggests how I should spend my free time when I am not in school. Instead, he always encourages me to go with him to the market where he works. He keeps me busy till the evening when we leave the market.

This suggests that parents gave their children advice on how to manage their time by encouraging them to engage in activities that would help them advance their academic skills. Others gave them advice on creating schedules to adhere to, especially around holidays. Some parents assigned their children chores at home, while others took the children with them to their work places.

Item four required pupils to inform how they spent lunch time at school. The findings revealed that the school environment also plays a significant role, particularly in providing meals for pupils and organizing support programs. School-provided meals, financial assistance for lunch, and support meetings for parents contribute to a conducive learning environment.

Participants from focus group discussion two reported that;

Parents from our school organized a specific meeting to educate our parents about the value of feeding candidates when they are still at school because that is where we spend the most of our time. Therefore, feeding is a mandatory for everyone. Before playing, we all consume school-provided meal. Therefore, what they bring is determined by what the parents can afford.

One participant from focus group discussion three informed that;

I am one of the few pupils whose parents paid money for lunch, so when it is time for lunch, we go to the kitchen and get food. After eating, we go to play in the field with our friends until the bell for class rings.

Another participant from the same group discussion added that;

My mother cannot afford money for food, I bring anything from home that has been prepared based on what is available. It might be maize, sugarcane, or mangoes if the season is right. So we share what we brought for lunch with my friends.

Another participant pointed out from the same discussion group that;

If I have some money, I buy a few snacks from some women who sell food products at school like pancakes or sugarcanes. If not, I play at lunchtime till I get home in the evening while still going without food.

From focus group discussion five, one participant reported that; *'I play with my friends until the bell rings because none of us feeds at school. Some of my class mates escape during lunch time due to hunger.'*

Another participant from the same focus group discussion informed that; *'Some of my friends play during lunch time but instead I stay seated under the tree until the bell goes.'*

The inference is that as part of agentic engagement, pupils disclosed how they used their lunch break at school. Since candidates had to eat from the school, some pupils paid money while others brought maize, allowing them to have solid food during lunchtime. Some others had to pack lunch from home or purchase some snacks during lunch because they could not afford to bring maize corn or pay for it. While others had nothing to eat, they chose to play or sit under a tree during their lunch break and waited for the bell to ring.

An analysis from the presentations on agentic engagement above, the following themes have emerged namely: The first theme that emerged was Resource Access and Socioeconomic Background. The pupils' access to study materials and time for studying is influenced by their socioeconomic backgrounds. Some have supportive parents who provide resources and dedicate time for studying, while others face challenges due to financial constraints or parental absence.

The interpretation was that pupils from families with higher socioeconomic status have more resources available to them, including access to educational materials such as books. Pupils from families facing financial constraints may struggle to afford essential study materials and pupils who lack parental supervision and guidance may have difficulty in managing their time effectively and accessing resources that could enhance their learning experience.

The second theme that emerged was Parental Guidance and Support. Under this theme, the role of parents in guiding and supporting their children's education is evident. Some parents actively encourage studying, create schedules, and monitor their children's time management, while others may not provide as much guidance due to various reasons such as work commitments or lack of awareness. The interpretation was that this level of involvement and support fosters a conducive learning environment at home, which can lead to higher grades, improved study habits, and better overall academic outcomes. If there is no parental guidance, study habits will be hampered.

The third theme that emerged was Time Management and Academic Focus. According to this theme, pupils discussed how they manage their time, balancing between schoolwork, household chores, and leisure activities. Parental guidance and personal responsibility play key roles in shaping their time. The interpretation means that, some parents helped their kids develop the skills they need to manage their time effectively. This involved establishing routines, creating schedules, and offering encouragement and support to help pupils stay engaged in learning.

In addition to the above, another theme which emerged was School Environment and Support Systems. From this theme, the school environment also plays a significant role, particularly in providing meals for pupils and organizing support programs. The availability of school-provided meals, financial assistance for lunch, and support meetings for parents reflect the school's efforts to create a conducive learning environment.

The interpretation was that many pupils come from households where access to food may be limited, and school-provided meals ensure that they have the fuel they need to concentrate in class and be engaged in learning. The efforts of the school to provide support programs contribute to the creation of a conducive learning environment. A supportive school environment that

prioritizes the well-being of pupils and families fosters a sense of belonging, safety, and support, which are essential for academic success.

Another theme that emerged was Agentic Engagement and Autonomy. Under this theme, pupils go through their educational journey with varying degrees of autonomy. Some actively seek resources and opportunities for learning, while others adapt to circumstances or rely on external support systems. The interpretation means that some pupils rely on external support systems, such as mentorship programs, or community organizations, to access resources and opportunities for learning. These support systems play a critical role in providing pupils with the tools, guidance, and encouragement they need to get engaged in learning.

Another theme that emerged was Social Interaction and Peer Influence. According to this theme, peer dynamics also influence pupils' behavior during lunch breaks, with some opting to play with friends while others may choose to remain seated due to hunger or other reasons. Social interactions during school hours can impact pupils' overall well-being and engagement in learning. The interpretation means that pupils who provide opportunities for, bond with their peers, develop friendships, and engage in recreational activities. Those who choose not have a close group of friends or who are not included in social activities may feel isolated or left out. This can impact their overall well-being and sense of belonging within the school community.

4.4 How Parental Monitoring Impacts on Pupils' Engagement in Learning

On the other hand, findings from the interviews conducted with parents on monitoring pupils' engagement in learning, coded as B2 had three items (Appendix 11). The findings revealed that parents had approaches parents in monitoring and guiding their children's activities. Some emphasized communication and active involvement, while others rely on delegation or external sources of support, such as teachers. Additionally, factors such as parental education, occupation,

and availability significantly influence their ability to monitor and guide their children effectively.

The parents were asked the following questions.

Item one tasked parents to inform how often they held parental talks with their children. Their responses were as follows;

Participant one informed that;

I hold parental talks with my girl over time and again because it's my duty to do so. At her age if I neglect her, she will get engaged into talks with other people who will in the end give her wrong information. I also know it's the only way we can intimately bond. Since I am the mother, it is very necessary.

Another participant revealed that;

As a parent, talks are on daily basis because repetition is the mother of memory. As long as my child is home because I have to assign him duties to do. Through giving those instructions, I will be holding parental talks. The moment you do not talk as a parent, that duty will not be accomplished as you wish.

Contrary to the above responses, participant three reported;

Children of these days do not adhere to parental advice, so I do not waste my time to talk in a parental way instead I give orders. That time is not there for me. In case he fails to respond as expected I punish. That is the only language children understand and respond positively. If you talk in a parental way, children take you for granted.

Another participant added that;

Parental talks are for what? Parental talks are supposed to be for fellow parents but not with children. The talks we hold with children is only giving instructions. My child has less time with me. Most of the time she is at school. I leave home early in the morning and come back late in the night when she is asleep.

Participant eight pointed out that;

The moment you begin parental talks with children, they do not respect you. Therefore, you have got to be tough on them. Teachers do it all for us. After all my boy knows that I am not educated and the way we used to do things, is not the same way they are doing now days. Therefore, all that I would talk to my boy is done by his teachers because they are more informed than me.

This implies that some parents held parental talks with their children over time and again because it was their duty to do so. At that age of their children if they neglected them, they would get engaged into talks with other people who would in the end give wrong information. Others held talks on a daily basis because repetition is the mother of memory. However, due to different perspectives, majority of the parents did not hold parent talks with their children. Some saw it as a waste of time because children of these days do not adhere to parental advice instead, they gave children orders. Others thought parental talks are supposed to be with fellow parents but not children. While other parents believed that all was to be done by teachers because they knew how things are than the parents who were not even educated.

Task two required parent to check and control their children's engagement in learning. The following were their responses.

Participant one said that;

Since my child is in a candidate class, I make an effort to watch on his activities after he gets home from school. The activities include doing his schoolwork. If I do not, he will be preoccupied with playing, which I do not want him to do much. Therefore, I create him time to concentrate on his studies daily.

Participant two informed that;

I keep track of my child's where about by giving him activities that keep him busy. He does some housework and fetches water when he gets home from school. Even though I

occasionally let him play, he is busy most of the time. I do this to keep him from joining harmful groups which will divert his focus from studies.

Participant three revealed that;

I do an impromptu check on my child's books to make sure that he has finished his homework and other assignments given from school. These days' kids are so cunning that if you assume they complete their schoolwork independently, they may try to go around you.

Participant six and seven informed that;

My business activities keep me too busy, so I return home extremely late at night. I get them ready for bed most of the time. As a result, I am unable to check and control their engagement in learning. However, I always tell them to take their schoolwork seriously.

Participant nine pointed out that;

Given that I cannot observe and assist my child at home with school-related tasks, I tell him to always do his work from school but not from home. I am uneducated, so I am not very capable. When my child gets home, she comes to me in the market where I work and I give her goods to hawk so that we can make a little bit more money than when I go do it alone.

This suggests that watching over and controlling children's engagement in learning is crucial in terms of parental monitoring as a construct. Some parents admitted that they created time for their children while others impromptly examined their children's books. However, for various reasons, some parents did not check, watch or observe their children's engagement in learning. This is because they were preoccupied with running their businesses, while others did not do much since they lacked educational skills and instead expected their children to be watched over from schools.

As part of the parental monitoring construct, item three was intended to task parents to point out how they watched over their children's friends. Responses were as follows.

Participant three said that;

Observing the nature, family, and character of my child's friends is the best way for me to nurture her. Friends determine a child's future. I therefore get to know them by having parental talks with my child that will encourage her to expose them to me, so that I may then advise if I find out that they are unsuitable for my child's wellness. If I find them appealing, I advise her to be associated to them.

Participant five added that;

When my child brings his friends over to our house, I get to meet them. I ask my boy to tell me who they are as they continue to greet me. I get to know them as he introduces them to me. So, I pay close attention to what they do for advice if I find that it is necessary.

The response from participant six informed that;

My child has numerous friends, but I do not know who his true friends are because he spends most of his time at school. I spend less time with him at home. Teachers therefore are better informed regarding friends than students.

Another participant pointed out that;

Keeping so busy with my garden businesses prevents me from getting to watch over my child's friends. When they are not in school, I enjoy having them around because we can work in the garden together instead of having them help their friends with their jobs.

The inference was that parents watched over their children's' friends when they encouraged them to introduce them through parental chats with their children. When their children invited their friends over to the house where they reside, parents got to know them through self-introduction.

However, some parents were unaware of who their children's true friends were because it was difficult to distinguish between such friends because their children had many of them. Others were too preoccupied with their jobs to keep an eye on their kids' friends.

An analysis from the presentations on how parental monitoring impacts on pupils' engagement in learning, the following themes have emerged namely:

The first key theme that emerged was Parental Talks. Under this theme, some parents emphasized the importance of regular parental talks with their children. They view it as a duty to guide and bond with their children, with reasons ranging from preventing exposure to wrong influences to reinforcing instructions for tasks. The interpretation means that, parents view regular talks as a platform for clarifying expectations, providing guidance, and ensuring that children understand their roles and responsibilities within the family thus reducing the likelihood of being influenced by harmful sources.

The second theme that emerged was Control Over Engagement. Under this theme, parents employ various methods to monitor and control their children's engagement in learning. This includes checking homework, assigning chores, and ensuring structured study time. The interpretation means that this practice allows parents to stay informed about their children's academic progress and address any difficulties or misunderstandings promptly.

The third key theme that emerged was Observing Friends. From this theme, parents recognize the significance of understanding their children's friendships. Some engage in direct interactions with their children's friends to assess their character and influence. However, challenges arise for parents who are less involved due to work commitments or lack of opportunities to observe their children's social circles. The interpretation means that by parents

observing and interacting with their children's peers, parents gain insights into the types of relationships their children are forming and the potential impact these friendships may have. However, challenges arise for parents who are less involved in their children's social lives due to work commitments or other constraints.

4.5 How Parental Guidance Impacts on Pupils' Engagement in Learning

Regarding parental guidance as another construct of parental involvement in pupils' engagement in learning, interviews were conducted with parents and data revealed that the interaction of parental guidance depended on socioeconomic factors in shaping children's behaviors and attitudes towards education and life skills. Parents' approaches varied based on their own experiences, resources, and priorities, highlighting the importance of understanding individual family dynamics in fostering children's holistic development. The following items were used;

Item one tasked parents to point out how they encouraged their children to be focused on studies and the following were the responses. Parents employ diverse strategies to inspire their children to prioritize their studies. This includes counseling them when they struggle academically, attending graduation functions together to provide role models, and discussing real-life consequences of poor academic focus. However, some parents prioritize practical skills over academic engagement due to concerns about the lack of role models and future prospects for their children.

Participant three informed that;

I inspire my child to be focused on her studies by counseling her whenever I realize she is messing up. If I ignore her completely, she can easily lose focus and I will be the one in trouble to cater for her.

Another participant revealed that;

When I happen to be invited for any graduation function around our village, I go with her such that she is inspired and sees that as a role model. So far I have attended two functions with her. Our children in the village lack role models. When we come back from the function, I ask her to find out whether she was motivated. In case she was, I tell her that it is possible she can also make it as long as she is focused to her studies.

Participant five added that;

During Covid-19 lock down, many of the teenage girls and boys whom she was studying with got engaged in dubious activities. Those activities led to some girls getting pregnant and dropped out of school. So sometimes when we are together, we hold parental talks and I give those very ones she knows as examples because many of them are suffering with children due to lack of proper care. So I normally ask her a question if she wishes to be like them?

Participant six and seven informed that;

With today's education is funny, we have to be wise enough and guide our children accordingly. In our village very few educated people are doing well and some of them are wasted drunkards, majority of the rich people with big gardens of pineapples, sugarcanes, with tracks and they employ people are not educated. Therefore, what is important is learning how to read posters for direction and writing their names. Or else they have to focus on income generating skills which will help them sustain their future.

Participant ten said that;

Concentrating on studies needs when one has hopes that he or she will succeed in education, will get a job, has role model and is from well-known family. However, our children have no access to any of those. Therefore, we have less guidance we offer to our children regarding focusing on studies instead we counsel them to focus on working skill like marketing, transporting, gardening and building which will help them in future.

In summary, parents had divergent views and responses towards guiding their children to focus on studies. That is to say, some revealed that they counseled their children whenever they realized they were messing up with studies. Others when invited for any graduation function around the

village, they went with their children to be inspired by those role models. Other parents held parental talks and gave those suffering girls who dropped from school as examples. However, some parents did not guide their children to focus on studies because they lacked role models in the village even the very few educated people were not doing well and some of them were wasted drunkards. Majority of the rich people with big gardens of pineapples, sugarcanes, with tracks and they employed people were not educated. While others also had less guidance offered to their children instead counseled them to focus on working skills like marketing, transporting, gardening and building which will help them in future.

Item two intended to find out how parents advised their children on the kind of friends they should have. The findings revealed that, parents recognize the importance of their children's friendships and offer advice accordingly. Some encourage their children to befriend those who excel academically or demonstrate good behavior to serve as positive influences. However, challenges arise for parents who are too busy to monitor their children's social circles or who believe that children's friendships are transient and uncontrollable.

Participant one said that;

I advise my son to have friends who perform better than him such that when he encounters any task which is hard for him, those friends would guide him how to overcome it. I discourage him to be the best in performance among the friends he has. That means he will not improve academically.

Participant four informed that;

I counsel my girl to have friends who are good mannered because as the saying goes that 'birds of the same feathers flock together' so in case she associates with bad mannered friends, definitely she will also be regarded so. If she connects with well-behaved friends, automatically it will impact on her discipline. Disciplined children are loved generally.

Participant seven pointed out that;

I warn my kid to be very sensitive about the friends he has because they either bush one for further studies or derail him. This is because most of the time he is with them. For that matter I always ask him who they are such that I gauge their behaviors. If I keenly get to know them and study them, I advise accordingly either to persist with them or abandon them.

Contrary to the responses above, participant nine revealed that;

I cannot bother myself about the kind of friends my child should have because children connect with many friends depending on the demand at that moment. Like the ones they play games with, sharing eats, those ones they share tasks and they keep on breaking and reuniting. They even do not have permanent friends.

Another one added that;

I am a busy parent who does not have time to guide on the kind of friends my kid should have. Even if I do so, in order to have an impact I have to make a follow up which I cannot do. Children are very funny, the ones you may discourage them to have, instead they are the one they connect with the more. So, I just leave it by God's grace that he associates with the one who are of help to him.

The implication is that parents are aware that the kind of friends their children associate with have an impression on their children to either succeed with academics or not. That is most parents recommended their children to associate with friend who perform better than their children such that they guide with tasks. Some preferred their children connect with friends who are good mannered because they determined their persistence with studies. However, other parents did not bother themselves to warn their children on the kind of friends their children should have because children do not have permanent friends and they connect with many depending on the demand at that time. Others revealed that they left it to God's grace that their children got involved with good friends because children were funny, the ones they discouraged instead they were the ones children preferred.

Item three tasked parents to report how they advised their children on how to use their time valuably. Findings informed that parents have varying approaches to advising their children on using their time wisely. Some involve their children in household chores or work-related activities to keep them busy and productive. However, work commitments often limit parental involvement, leaving children to manage their time independently or engage in income-generating activities to contribute to the family's finances.

Participant two said that;

After school, we spend time with our children by including them in household and garden chores so they do not loiter around the villages. Especially during planting and harvesting seasons when more effort is required. We occasionally have to make the children skip school.

Participant four revealed that;

I am a market vendor who sells greens. So, when my children leave school. They join me to hawk items like greens or maize to different further places that I cannot reach when I am alone. We have customers who need greens but have no time to come to the market.

Participant five reported that;

I do have time to counsel my child how to use her time valuably because I am never at home. I am a builder so I leave early in the morning and come back late when they are already asleep.

Participant eight revealed that;

My child comes and helps me with washing utensils from the place where I work. I have a restaurant which has so many activities to be done in preparation for the next day. Like fetching water, peeling food and serving customers. So indirectly I advise her how to be busy valuably.

Participant nine informed that;

Hah! my child is ever away from home. When he comes back from school, he disappears without my consent. He engages in petty works such that he gets money for his use like hawking fruits depending on the season. Sometimes he gets engaged in harvesting sugarcanes and pineapples.

Participant ten said that;

When my children come back from school they are already exhausted with studies, so I allow them have food, help me with some activities like fetching water and washing utensils. Then they disappear from me unknowingly. By the time they come back it is dark.

Participant five added that; *'At school teachers oversee them because they are professionals. At home both of us the parents are not educated. We cannot do much to give assistance. So home we engage them into garden and home chores.'*

This implies that parents advised their children differently. Some engaged their children with garden and home activities. Others made their children hawk greens to different further places that the parents could not reach. Other parents informed that their children disappeared from them without their consent because they got engaged in petty jobs in order to get money for their needs and other parents made their children join them to help them like washing utensils, fetching water and serving customers because they dealt in serving food. However, some parents did not accord any time to advise how their children spent time valuably because children disappeared from the parents without their consent. An analysis from the presentations on how parental guidance impacts on pupils' engagement in learning, the following themes have emerged namely:

The first theme to emerge was Encouraging Focus on Studies. According to this theme, parents employ diverse strategies to inspire their children to prioritize their studies. This includes counseling them when they struggle academically, attending graduation functions together to

provide role models, and discussing real-life consequences of poor academic focus during the COVID-19 lockdown. However, some parents expressed concerns about the lack of role models and future prospects for their children, leading them to prioritize practical skills over engagement in learning. The interpretation means that parents acknowledge the importance of equipping them with skills that are perceived to be more immediately beneficial in their socio-economic environment.

The second theme to arise was Advising on Friendships. Under this theme, parents recognize the importance of their children's friendships and offer advice accordingly. Some encourage their children to befriend those who excel academically or demonstrate good behavior to serve as positive influences. However, challenges arise for parents who are too busy to monitor their children's social circles or who believe that children's friendships are transient and uncontrollable. The interpretation means that parents recognize that the company their children keep can influence their behavior, attitudes, and academic performance. So, they must navigate between offering guidance.

The third theme that emerged was Guidance on Time Management. From this theme, parents have varying approaches to advising their children on using their time wisely. Some involve their children in household chores or work-related activities to keep them busy and productive. However, work commitments often limit parental involvement, leaving children to manage their time independently or engage in income-generating activities to contribute to the family's finances. The interpretation means that parental guidance on time management is shaped by external factors such as employment status and financial constraints. Parents strive to find a balance between fostering their children's independence and ensuring they contribute meaningfully to family life.

4.6 How Parental Provision of Learning Resources Impacts on Pupils' Engagement in Learning

As far as parental involvement in pupils' engagement in learning is concerned, provision of learning resources as one of the constructs is very paramount. The findings revealed that, parents provide for their children materials to support their learning and progress both at home and school. Parents were compelled to reveal how they provided learning materials to their children using the following question items.

Item one attempted parents to inform how they provided their children with books and pens. Findings revealed that Parents face financial limitations that affect their ability to provide learning resources such as books and pens. They employ various strategies to prioritize essential items based on their financial status, including fulfilling requirements partially or encouraging children to work for their necessities.

Parent one informed that;

When my children have a week to start the new term, I tell them to make lists of their requirements. Depending on my financial status at that time, is how I fulfill their lists. When I have the ability, I provide all but when I am not doing well, I cancel out some and provide the most important items.

One participant pointed out that;

My work is to provide my child with requirements since she is in a UPE school. So I check on the report card for school requirements which include books and pens such that I clear early enough. I do not want her to be antagonized by being chased for school dues but instead be focused to his studies.'

Participant two pointed out that;

When the children are given all items at once, they tend to misuse them like tearing books when they have them in access so what they ask for is what I give at that moment because I am a farmer who does not have that money to waste.

Participant four reported that;

I provide requirements to my children when they have joined me in my activities and we work together. That is a way of nurturing them to be responsible children. If you give them whatever they want when they have not worked for, they waste because they do not know the pain of getting money.

Participant six revealed that;

I let my child work for the books and pens. I am a single parent with many children yet my business is small to cater for all requirements. So, I encourage them and give to hawk greens, fruits or cooked maize depending on the season. Therefore, the profits are what I give them afterwards to use and get requirements.

One interviewee revealed that;

I am a parent of four children and I am a farmer so my income is seasonal yet requirements are continuous. It makes me not fully fulfill my obligations as expected of me like I do not buy books every term. Therefore, I encourage my child to spare the old books and continue with them the following term since I am a low-income status parent.

Similar to the above, another parent informed the researcher that;

I try my best to provide books and pens to my children but not fully. What the government should do is to make all UPE schools fully free. Most of us are farmers who depend on seasons. When it is a bad one that means our children will be sent from school which is not good for books and pens.

In summary, some parents provided their children with books and pens by telling them to write lists of their requirements so depending on the financial status of parents at that time, is how the

parents fulfilled. Others checked on the report card for school requirements and bought early enough such that their children are not antagonized by being chased for school. However, some made their children join them to work such that parents were able to get money for buying. Well as other parents gave their children goods to hawk so the profits are what they used for purchasing requirements.

Item number two required parents to inform how much study time and space they accorded their children child while at home. Findings informed that the demands of parental work and family responsibilities influence the time available for children's studies and the provision of learning resources. Parents who are heavily engaged in income-generating activities often involve their children in work-related tasks, limiting dedicated study time at home.

Participant one said that;

I always allow my child at least an hour before sleeping and I awake her up at 5 o'clock in the morning before preparing for school. She is in a candidate class so it is another way of keeping her serious such that she performs well at the end of the year.

Another participant revealed that;

I only avail them time during holidays. During school days they leave for school so early in morning and come back so almost a dusk. By the time they are done with home activities, it is time for sleeping. Yet I always want them to sleep early enough such that they get enough rest for the next day. During holidays, they at least have an hour or two to get engaged in learning.

Participant three reported that;

When my children come back from school they are already exhausted with studies, so I allow them have food, help me with some activities like fetching water and washing utensils. By the time they finish that it is dark. Therefore, anything concerning learning activities is done at school.

Participant four added that;

Anything with study issues is done at school. Home is home affairs. At school teachers oversee them because they are professionals. At home both of us the parents are not educated. We cannot do much to give assistance. So, home we engage them into garden and home chores. Even space is limited for concentration on learning.

Participant five pointed out that;

We are busy parents on our businesses. We leave home early in the morning and come back late in the night. When our children leave school, they join us in the market to help us with work there. Therefore, no time is accorded to them for studies at home. That is done only at school.

Participant seven revealed that;

I am a market vendor who sells greens. So, when my children leave school. They join me to hawk to different further places that I cannot reach when I am alone. We have customers who need greens but have no time to come to the market.

Participant eight reported that; *'I do have time to spend with my child from school because I am never at home. I am a builder so I leave early in the morning and come back late when they are already asleep.'*

Participant nine informed that;

Hah! my child is ever away from home. When he comes back from school, he disappears without my consent. He engages in petty works such that he gets money for his use like hawking fruits depending on the season.

Participant ten revealed that;

My children come and help me with washing utensils from the place where I work. I have a restaurant which has so many activities to be done in preparation for the next day. Like fetching water, peeling food and serving customers.

This implies that parents spent time with their children differently. Some engaged their children with garden and home activities. Some parents accorded their children some time to engage in learning when they made them read for an hour before sleep and woke them up early in the morning before they prepared for school. Others it was during holidays that one or two hours were permitted to engage in learning but during school days they did not because the children would come back from school very exhausted. While others made their children hawk greens to different further places that the parents could not reach.

Other parents informed that their children disappeared from them without their consent because they got engaged in petty jobs in order to get money for their needs and other parents made their children join them to help them like washing utensils, fetching water and serving customers because they dealt in serving food. However, some parents did not accord any time because they regarded learning as a school activity supposed to be handled from school since professional teachers were available but not from home, they would get no help.

Item three tasked parents how they provided their children with other scholastic materials and their responses were as follow;

Participant two informed that;

I provide my child with scholastic materials by planning how I should get funds during holidays in the last week to beginning their new term, they make requirement lists which I follow. Much as they are in a UPE school, I am mandated to provide with their basic materials like uniforms, feeding and other relevant ones.

Participant four revealed that; *'It's my responsibility to provide materials to my child. Therefore, as they get holidays, I base on the circular given from school and I buy them accordingly.'*

Participant six reported that;

I am a farmer so I get money depending on the season. I make my child join me in working especially planting and harvesting period. It is after selling the yields from the garden that I am able to get money and I provide the school requirements.

Participant eight said that;

My child is mature enough to provide himself with some small requirements then I clear bigger ones like uniforms, school dues and lunch. Then books, pens, bags, sets I do not. He always engages in hawking items especially on weekends and harvesting sugarcanes. So the wages earned from that is what he uses to get those items. I do so because I also want to train him in business. The earlier the better and when he provides himself, he will not waste them.

The implication is that some parents reported that it was their mandate to provide requirements by planning during holidays. Others checked the circulars from schools where their children went. However, some parents engaged their children into joining them in garden activities. While others provided major requirements and left children provide the minor ones because it was a way for them not to waste and it was a way of training them to become business oriented.

An analysis from the presentations on how parental provision of learning resources impacts on pupils' engagement in learning, the following themes have emerged namely:

The first theme to emerge was Financial Constraints and Resource Allocation. Under this theme parents face financial limitations that impact their ability to provide learning resources such as books and pens. They employ various strategies to prioritize essential items based on their financial status, including fulfilling requirements partially or encouraging children to work for their necessities. The interpretation means that some parents face constraints in their finances, which

affects their capacity to provide educational resources like books and pens for their children. Due to these limitations, parents may need to make tough decisions and employ different strategies to manage their finances and meet their children's needs.

The second theme to emerge was Parental Involvement in School Requirements. According to this theme, parents demonstrate varying degrees of involvement in meeting their children's school requirements. Some diligently check report cards and school circulars to ensure timely provision of materials, while others rely on their children's lists or plan during holidays to acquire necessary items. The interpretation means that some parents prioritize timely provision of resources and take an active role in ensuring their children have what they need for school. Others rely on their children to communicate their needs or wait until holidays or breaks to address school requirements.

The third theme that emerged was that Work and Family Dynamics. Basing on this theme, the demands of parental work and family responsibilities influence the time available for children's studies and the provision of learning resources. Parents who are heavily engaged in income-generating activities often involve their children in work-related tasks, limiting dedicated study time at home. The interpretation means that, parents who are heavily engaged in income-generating activities, have limited time and energy to dedicate to their children's academic. These parents may involve their children in work-related tasks, possibly due to necessity. This involvement in work-related activities could further reduce the time available for dedicated study at home, as children may need to assist their parents or take on responsibilities themselves.

The fourth theme that emerged was Education as a Priority. From this theme, despite challenges, parents recognize the importance of education and strive to support their children's

learning. They make efforts to provide scholastic materials and create opportunities for academic engagement, even if it means adjusting to seasonal income fluctuations or involving children in income-generating activities. The interpretation was that, parents prioritize allocating resources towards educational materials. They understand the importance of fostering a positive learning environment at home and they find ways to allocate resources towards their children's education.

The fifth theme that emerged was Parental Guidance and Financial Literacy. According to this theme, some parents integrate financial literacy and entrepreneurship into their approach to providing learning resources. They encourage children to take responsibility for minor expenses or engage in income-generating activities to develop business skills and a sense of financial independence. The interpretation was that parents teach their children hands-on approach to allows them develop a practical understanding of financial concepts from a young age. Through these activities, children learn valuable entrepreneurial skills that can benefit them in the future. They learn to take ownership of their financial decisions and understand the value of hard work and initiative.

The sixth theme that emerged was Variability in Home Learning Environment. From this theme, the home learning environment varies widely among families, influenced by factors such as parental availability, financial resources, and cultural beliefs. While some parents prioritize dedicated study time and space at home, others view learning primarily as a school-based activity, delegating academic support to teachers. The interpretation means that some parents recognize the importance of supplementing school-based learning with additional support and resources at home. Other parents believe that learning primarily occurs within the school setting and therefore delegate academic support to teachers.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the discussion, conclusion and recommendations on the role of parental involvement in pupils' engagement in learning among upper primary classes at Nazigo sub-county Kayunga District. This section presents the discussion of the findings of the study on parental involvement in pupils' engagement in learning among upper primary pupils. It is organized in a manner that links each study finding back to the research question and research objectives. This is because the discussion section helps readers understand the implications of findings and their broader significance in the field. Since in this section my primary goal is to interpret and make sense of the data collected, I have provided the context, analyzed patterns and themes, and discussed the implications of the findings.

While discussing the study findings, previous literature was used to cross reference. The discussions start with discussing of the descriptive results based on the three research questions asked that is to say;

1. How does parental monitoring impact on pupils' engagement in learning?
2. How does parental guidance impact on pupils' engagement in learning?
3. How does parental provision of learning resources impact on pupils' engagement in learning?

However, pupils' engagement in learning which is the problem variable takes precedence in this discussion section and it is followed by discussions on parental involvement and how it impacts to pupils' engagement in learning.

The discussion involved cross referencing of the findings of this study with the previous literature. Conclusions are then drawn emerging from the discussions and there after recommendations were made based on the conclusions drawn.

5.1 Affective Engagement of Parents and Pupils

The discussion of the findings on affective engagement in learning highlights several important points regarding the interaction between children's feelings about learning, parental involvement, and the influence of friends:

Children's feelings about learning reveals that learning can vary widely. While some pupils reported feeling good and motivated when engaged in learning, others expressed negative emotions such as boredom, frustration, or anxiety. Factors contributing to negative feelings about learning included hunger at school, strict disciplinary measures, and difficulty in understanding the content. Some children even resorted to skipping school to work and earn money, indicating a significant barrier to their engagement in learning. This was in support with Pascoe, M. et al, (2020). Who indicates that academic-related stress can reduce academic achievement, decrease motivation and increase the risk of school dropout.

Secondly, the level of parental involvement in checking their children's books and supporting their education varied depending on factors such as parents' education, occupation, and availability. For instance, Tan (2020), found out that parental support for child learning, parent-child discussion of school matters, parent and child reading together, and parental emphasis on education, were positively associated with pupils' achievement. However, these results provide evidence that some benefits of parental involvement are based on familial social economic status. Some parents were actively involved in monitoring their children's academic progress, ensuring homework completion, and providing financial support for educational resources. However, many

parents were constrained by busy work schedules, returning home late when children were already asleep, and thus had limited capacity to engage with their children's academic activities.

Furthermore, the study found that parental encouragement played a crucial role in motivating children to study and engage in learning activities. Parents who emphasized the importance of education for economic stability and personal growth positively influenced their children's attitudes towards learning. However, some parents expressed discouragement towards education, citing the lack of role models and the prevalence of income-generating activities. Single parents and those with limited time for their children due to work constraints faced challenges in providing encouragement and support for their children's education.

In addition to the above, the influence of friends on pupils' engagement in learning was also highlighted in the study. Some parents advised their children to be cautious about their choice of friends, recognizing the impact peers can have on learning engagement. However, due to parents' work schedules and limited interaction with their children's friends, some parents had little involvement in monitoring or influencing their children's social circles.

In summary, the findings emphasize the complex interaction between parental involvement, encouragement, and the influence of friends on children's affective engagement in learning. While some parents actively support their children's education, others face challenges or unintentionally discourage it due to various constraints. Understanding these dynamics is crucial for developing effective strategies to promote positive attitudes towards learning and enhance children's educational outcomes.

5.1.2 Behavioral Engagement of Parents and Pupils

The discussion of the findings on parents' behavioral engagement in their children's learning highlights on several important aspects;

The study found that some parents actively monitored their children's friendships and activities, recognizing the potential influence of peers on their children's behavior and academic performance. These parents demonstrated a practical approach to preventing negative influences by engaging in discussions with their children about their friends and interactions. However, some parents faced challenges in monitoring their children's social activities due to busy work schedules or limited time.

Another key aspect of parental behavioral engagement was supporting their children's concentration in learning. Parents who provided school necessities and ensured timely school attendance aimed to create an environment conducive to learning, thereby removing distractions that could hinder their children's engagement. This support positively impacted on academic performance, indicating the importance of parental involvement in facilitating a focused learning environment. However, some parents prioritized income-generating activities over study time, potentially impacting their children's ability to concentrate on academic tasks.

The study also highlighted differences in parental engagement regarding discussions about studies. Parents with a background in education, such as teachers, were more likely to engage in regular discussions, monitor their children's progress, and provide academic guidance. In contrast, parents with lower levels of education or busy occupations tended to have fewer discussions about their children's studies, with some prioritizing ensuring school attendance as their primary concern. This disparity underscores the influence of parental education and occupation on their level of involvement in their children's academic development.

In summary, the findings emphasize the variability in parental behavioral engagement in their children's learning, influenced by factors such as education, occupation, and availability. Active parental monitoring of friendships, support for concentration in learning, and discussions about studies can positively impact children's learning experiences and outcomes. However, constraints such as busy work schedules or limited education may hinder parents' ability to engage effectively in their children's academic development. Understanding these dynamics is crucial for designing interventions to promote parental involvement and support children's learning journey effectively.

5.1.3 Cognitive Engagement of Parents and Pupils

The discussion of the findings on parents' cognitive engagement in their children's learning process highlights several significant points as below;

Parental concern for children's focus was one of the major findings. The study revealed that parents demonstrate cognitive engagement by actively seeking solutions when their children struggle academically. They consult subject teachers to understand their children's performance better and provide inspiration by presenting academic role models. Additionally, parents encourage their children to maintain friendships with peers who can positively influence their focus on studies. However, some parents unconsciously undermine their children's motivation by making unfavorable comparisons with siblings or neglecting their responsibilities, such as timely payment of school dues or active involvement in their children's daily lives. These findings underscore the crucial role of parental support and encouragement in fostering cognitive engagement in children's learning.

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Secondly, peer consultation for learning was equally important. The study also found that some pupils engage in cognitive learning by consulting their peers and asking questions, thereby fostering collaborative learning environments. Peer consultations are particularly valuable for understanding difficult concepts and occur during free time. However, fear of ridicule or receiving incorrect responses may deter some pupils from seeking help from their peers. This highlights the importance of creating a supportive and non-judgmental atmosphere within peer groups to facilitate effective learning interactions.

Additionally, findings revealed various homework management strategies employed by pupils, like demonstrating cognitive engagement in problem-solving and resourcefulness. These strategies include consulting classmates, using older siblings' materials, seeking assistance from neighboring children in the same class, or utilizing smartphones to search for answers. Such adaptive strategies reflect pupils' active involvement in their own learning process and their willingness to seek solutions independently or collaboratively.

Next finding revealed was parental involvement and education level: The study observed disparities in parental cognitive engagement based on their occupations and education levels. Parents who are professionals, such as teachers, tended to be more actively involved in holding discussions about their children's studies and providing academic guidance. In contrast, parents with business occupations or lower levels of education may have had less time or ability to engage in such discussions, potentially shifting more responsibility onto teachers at school. This suggests that parental occupation and education level can influence the extent of cognitive engagement in children's learning and highlights the importance of considering these factors in educational interventions aimed at promoting parental involvement.

In summary, the findings underscore the multifaceted nature of parental cognitive engagement in children's learning, encompassing support for focus, peer consultation, and homework management strategies. The study highlights the need for parental support and encouragement, as well as the importance of creating collaborative learning environments both within peer groups and between parents and children. Additionally, disparities in parental involvement based on occupation and education level emphasize the importance of addressing barriers to engagement to ensure equitable learning opportunities for all children.

5.1.4 Agentic Engagement of Parents and Pupils

According to Montenegro (2017), agentic engagement is about the learner's constructive contributions to their own learning because it explains the practical contributions initiated by the learner. Agentic engagement in the context of learning, particularly focusing on the contributions of both parents and pupils. Here are the key points for discussion;

Acquisition of study materials is one of the key findings. Pupils are shown to actively take initiative in acquiring study materials. This includes communicating their needs to parents for financial support, seeking employment to finance their education, or securing sponsorships based on academic performance. What implications does this have for educational equity and access to resources?

Findings revealed time management for Learning. Pupils demonstrate agentic engagement in time management by dedicating specific hours for reading and homework. They allocated time before sleeping, during holidays, or in the early morning for academic engagement. Some pupils even created personal timetables to ensure a structured approach to their studies.

Findings further showed lunch break activities. Pupils' lunchtime activities vary based on their access to food. Some bring their own meals from home, while others purchase snacks or have

solid meals at school. A few pupils, due to economic constraints, have no food options during lunch breaks and may choose to play or rest instead.

In summary, cognitive engagement is evident in both parental and pupil efforts to foster a conducive learning environment, including seeking academic support, managing homework, and engaging with peers. Agentic engagement is observed in pupils' proactive actions to secure study materials, manage their time effectively for learning, and adapt to lunchtime circumstances. These findings highlight the active roles played by parents and pupils in the learning process, as well as the strategies they employ to promote cognitive and agentic engagement.

5.1.5 Parental Monitoring and Pupils' Engagement in Learning

The findings from the study align with existing literature on parental monitoring and its impact on pupils' engagement in learning. I cross-referenced and the study's findings with the relevant literature are as below:

The findings revealed parental talks and communication. The study highlights that some parents engage in regular talks with their children as a form of parental monitoring. This corresponds with the concept of parental communication and involvement in their children's education, which has been linked to positive academic outcomes (Malczyk & Lawson, 2019). Some parents recognize the importance of regular parental talks with their children to provide guidance and prevent them from seeking advice elsewhere. They hold daily discussions with their children, emphasizing the value of repetition in ensuring effective communication. However, a majority of parents do not engage in regular parental talks. Some perceive it as a waste of time due to children's perceived non-adherence to advice. Others believe that parental talks should occur among adults rather than with children, while some feel that teachers are better equipped to handle educational matters.

Further, the study underscored the importance of parents actively checking homework completion and watching over their children's school activities. This was a way of parents monitoring school activities. This aligns with research indicating that high levels of parental monitoring are associated with positive academic outcomes, including increased pupil engagement (Hoeve et al., 2009). Some parents make consistent efforts to check and control their children's engagement in learning. They create time for study, assign chores, and occasionally supervise homework. These parents recognize the need for active involvement in their children's academic lives to prevent distractions and ensure focus. On the other hand, some parents, often due to work commitments, find it challenging to monitor their children closely. They acknowledge their limitations and may encourage their children to rely on school resources and teachers for support.

More still, Parental Influence on Peer Relationships was among the findings. It suggests that some parents are aware of the influence of their children's friends on their academic performance and actively guide their children in choosing friends who can positively impact their learning. This is consistent with research indicating that parents play a role in shaping their children's peer relationships, which in turn can influence school engagement (Bartle et al., 2012). However, others, due to time constraints or limited interactions with their children, had less insight into their children's social circles.

Further study revealed that parental guidance and role modeling provide guidance and encouragement to their children to stay focused on their studies. This is in line with existing research showing that parental guidance, such as counseling and exposure to role models, can positively affect academic engagement (Simon-Morton & Chen, 2009). However, challenges in parental guidance acknowledges that some parents face challenges in providing guidance, which may be influenced by various factors such as lack of role models or economic circumstances. This

aligns with previous research that considers socioeconomic factors and family dynamics as important determinants of parental involvement (Malczyk & Lawson, 2017).

Not only the above but also parental monitoring and gender dynamics points out a gender-related aspect. This is where the effect of monitoring on pupils' engagement varies in different family structures. This aligns with research that recognizes the complexity of the relationship between parental monitoring and engagement, which can be influenced by family composition and dynamics (Malczyk & Lawson, 2017).

In conclusion, the study's findings complement the existing literature on the significance of parental monitoring and guidance in enhancing pupils' engagement in learning. The cross-referenced literature supports the idea that parental involvement, communication, monitoring, and guidance play vital roles in promoting positive academic outcomes and maintaining pupils' interest and motivation in their studies.

5.1.6 Parental Guidance and Pupils' Engagement in Learning

The findings from my study on parental guidance and its relationship with pupils' engagement in learning are consistent with the literature I referenced as follows:

Guidance and academic focus in the study revealed that parents express various ways in which they guide their children to be focused on studies. This aligns with the literature, particularly the work of Kanus (2017) and Salgong et al. (2016), which suggests that parental guidance plays a crucial role in helping pupils handle emotional problems and improve their discipline. Parents' involvement in counseling their children about the importance of focusing on studies can positively influence their engagement in learning. Some parents provide guidance by counseling their children when they observe academic struggles. They also inspire their children by attending graduation functions and showcasing role models who have succeeded academically. However,

some parents lack suitable role models in their community, leading to less effective guidance. A perception that few educated people were successful in the community, influenced pupils' attitudes towards education.

Role modeling and inspiration was another information collected. The literature review provided mentions the positive impact of role models and inspirational figures on pupils' engagement in learning (Berger, 2013; Carey & Dimmit, 2012). The study findings reflect this concept, as some parents mentioned attending graduation functions with their children to inspire them and provide them with role models. This kind of parental involvement can motivate pupils to stay engaged in their studies.

In summary, the study's findings align with the literature, highlighting the significant role of parental guidance in pupils' engagement in learning. Parents' efforts to counsel, inspire, provide role models, guide friend choices, and create structured home environments can positively influence pupils' attitudes toward learning. However, the study also acknowledges the challenges that some parents face in providing guidance, which underscores the importance of considering individual family contexts in understanding parental involvement in pupils' engagement in learning.

5.1.7 Parental Provision of Learning Resources and Pupils' Engagement in Learning

The findings in the study, which focus on parental provision of learning resources and its impact on pupils' engagement in learning, align with and are supported by the literature referenced:

The findings emphasize the importance of parents providing books and pens to their children. This aligns with the literature, particularly the work of Piliyes et al. (2020), which underscores that the availability of books at home can motivate children to read and engage in learning. The provision

of proper study environments, including furniture and lighting, is also highlighted as essential in promoting engagement (Ngigi, 2014).

Home Learning Environment was among the findings collected. The study discusses how some parents allocate specific time for their children to engage in learning, such as reading before bedtime or during holidays. This is consistent with the idea that a conducive home learning environment, supported by parents, can foster engagement in learning (Bhamani et al., 2020).

Further information showed the impact of parental resource provision. The literature references provided, such as Annisia (2015) and Echaune (2014), confirm the positive influence of parental provision of teaching and learning resources on pupils' educational outcomes and engagement. The ability of parents to provide necessary school requirements and a supportive home environment is associated with better engagement and academic performance.

Not only the above but also home-based factors and learning facilities. The findings about the influence of learning facilities at home on exam performance are in line with Mulei's study (2012), which indicates a positive correlation between home-based factors, including learning resources, and pupils' exam scores.

In addition to the above, parental engagement and motivation was among the findings. The literature review by Piliyesi et al. (2020) suggests that children's academic motivation is positively affected when parents provide the necessary learning facilities and resources. This motivation can lead to higher engagement in learning.

However, as it is rightly pointed out, there are contextual and conceptual gaps in the literature. The study contributes to the body of knowledge by providing insights into parental resource provision and its impact on pupils' engagement in the specific context of Uganda. This helps bridge the contextual gap in the existing literature.

To sum it all, the study's findings align well with the literature, providing empirical evidence of the importance of parental provision of learning resources and supportive home environments in enhancing pupils' engagement in learning. The study offers valuable insights into this relationship within the Ugandan context, filling a gap in the existing research.

5.2 Conclusion

The research established that parental involvement impacts pupils' engagement in learning among upper primary classes at Nazigo Sub-County Kayunga District.

1. The first objective focused on exploring how parental monitoring impacts pupils' engagement in learning at Nazigo sub-county Kayunga district. The study established that parental monitoring impacts pupils' engagement in learning. Several insights into the practices and perspectives of parents regarding their involvement in their children's education were revealed. It highlights how parents create the first learning environment for a child.

If parents emphasize the importance of education, provide motivating materials, and engage in educational activities with their children, they are more likely to develop a positive attitude toward learning. Secondly, when parents show interest in their child's education, offer support, and encourage their efforts, children feel valued and motivated to engage in learning.

Positive reinforcement from parents can boost confidence and foster a love for learning. Lastly, parents who actively participate in their child's education by attending parent-teacher meetings, monitoring homework, and showing interest in school activities demonstrate the value they place on learning. This involvement sends a powerful message to children about the importance of education and encourages them to take their studies seriously.

2. Furthermore, the second objective sought to identify how parental guidance impacts pupils' engagement in learning at Nazigo sub-county Kayunga district. Firstly, Open and effective communication between parents and pupils is key to supporting engagement in learning. When parents take an interest in their children's school experiences, listen to their concerns, and offer guidance, it strengthens the parent-child bond and creates a supportive environment conducive to learning. Secondly, providing support and encouragement is crucial for fostering pupils' engagement in learning. When parents praise their children's efforts, assist when needed, and celebrate their achievements, children feel supported and empowered to tackle academic challenges.
3. Lastly, the third objective intended to establish how parental provision of learning resources impacts on pupils' engagement in learning at Nazigo sub county Kayunga district. Firstly, providing access to learning resources such as books, pens and educational technology expands pupils' opportunities for exploration and learning. When children have

access to a variety of materials, they are more likely to engage in independent learning activities and pursue their interests.

Secondly, learning resources can spark curiosity and fuel children's desire to learn. By offering materials that align with their interests and abilities, parents can encourage pupils to explore new topics, ask questions, and seek out knowledge independently. Lastly, learning resources provided by parents can supplement and reinforce classroom instruction. By offering additional materials related to topics covered in school, parents can deepen pupils' understanding and help them make connections between different concepts.

5.3 Recommendation

The study led to the following recommendations on parental involvement in pupils' engagement in learning for upper primary pupils.

1. Parents should monitor their children through holding constructive talks by discussing their day, interests, challenges, and friendships. This is because this would encourage them to express their thoughts and feelings. Not only that but parents should also establish a consistent homework schedule that includes time for checking their children's books. Further, children should be encouraged to talk about their friends, let their friends be known by inviting them over for their parents. This helps parents understand their influences. Talk

about what makes a good friend and encourage their children to choose friends who share positive values.

2. Learners should be guided by their parents to focus on learning by creating a dedicated study space which is organized free from distractions. In addition to that, parents should also guide their children set achievable academic goals, both short-term (like completing an assignment) and long-term (like improving grades). On the other hand, learners should be guided by their parents on the kind of friends they should have. This could be through talking about the qualities of a good friend, emphasizing trust, respect, and shared interests. This will help them recognize positive traits in others.
3. Parents should provide their children with learning materials like enough books and pens, conducive study space from home and lunch at school. Such that their concentration is engaged to learning.

5.4 Limitations and Suggestions for Further Research

This study makes a significant contribution as far as showing how parental involvement in pupils' engagement in learning for upper primary classes of government-aided primary schools is concerned. However, qualitative research revealed that the participants that parents involved in pupils' engagement in learning as fair. Possibly, this was because the study was carried out in a rural area.

Therefore, future researchers should carry out their studies in urban areas to establish differences in parental involvement in pupils 'engagement in learning and how they relate to each other.

In addition, the study was largely qualitative which limited descriptive statistics analysis. Therefore, future scholars should adopt the quantitative approach for higher descriptive statistics analysis.

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APPENDICES

Appendix A

Focus Group Discussion Guide for Pupils

Kyambogo University,
P.O. Box 1,
Kampala, Uganda.
June 2023.

Dear Participant,

I am Sarah Naigaga, student of Kyambogo University undertaking a research study on *“parental involvement in pupils’ engagement in learning among upper primary pupils’ at Nazigo sub-county Kayunga district Uganda.”* The information sought is required only for academic purposes. Your participation in this study is voluntary but necessary for the success of this work. I request you to accept to participate in this study for the success of the research. Confidentiality and anonymity will be ensured for the information you provide. Thank you for your willingness to participate in the study and God bless.

A. SECTION A: Bio-data

1. Age
2. Class
3. Gender
4. Religion

SECTION B: Pupils’ engagement in learning

B1: Affective engagement

1. How do you feel when you get involved in learning?
2. How often do your parents check your books to ensure that you complete given assignments?
3. How do your parents encourage you to persist with study activities?
4. How often do your parents ask to meet your friends?

B2: Behavioral engagement

1. How often do your parents ask about the activities you engage in with your friends?
2. How do your parent help you to concentrate on learning?
3. How often do you hold discussions with your parents about your studies?

B3: Cognitive engagement

1. How do your parents guide you to discover what you should focus on?
2. How do you consult your peers and ask questions to help you learn?
3. When you run into a difficult homework, how do you go about it?

B4: Agentic Engagement

1. How do you let your parents know what you need for your studies?
2. How much time do your parents provide you to study?
3. How are you guided by your parents on how to utilize your time?
4. How do you spend your lunch time at school?

Thank you for participating.

Appendix B
Interview guide for Parents

Kyambogo University,
P.O. Box 1,
Kampala, Uganda.
January 2023

Dear Participant,

I am Sarah Naigaga, a student of Kyambogo University currently undertaking a study on the topic titled ‘parental involvement and pupil engagement in learning at Nazigo Sub- County Kayunga district’ with an aim of improving pupils’ engagement. Your participation in this study is voluntary though necessary for the success of the research. Confidentiality and anonymity will be ensured for the information you provide.

SECTION A: Bio-data

1. Gender
2. Age
3. Occupation
4. Education level
5. Religion
6. Marital status

SECTION B;

B1. Parental Monitoring

1. How often do you hold parental talks with your child?
2. How do you as a parent check and control your child’s engagement in learning?
3. How do you watch over the friends of your child?

B2. Parental Guidance

1. How do you encourage your child to be focused on learning?
2. How do you advice on the kind of friends your child should have
3. How do you advice your child on how to use their time valuably.

B3. Parental Provision of learning resources

1. How do you provide your child with books and pens?
2. How much study time and space do you accord your child while at home?
3. How do you provide your child with other scholastic materials?

Thank you for participating

APPENDICES
APPENDIX I: LETTER OF INTRODUCTION



SCHOOL OF EDUCATION

Department of Educational Planning and Management

Date: 06th June 2023

TO WHOM IT MAY CONCERN

Dear Sir/Madam

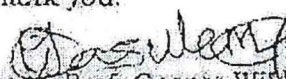
RE: NAIGAGA Sarah- 19/U/GMED/18588/PD

This is to attest that Naigaga Sarah- 19/U/GMED/18588/PD is a student of the Department of Educational Planning and Management, School of Education, Kyambogo University. She is carrying out research as one of the requirements for the award of the Master of Education in Policy Planning and Management. Accordingly, she needs data and any other information on the topic titled:

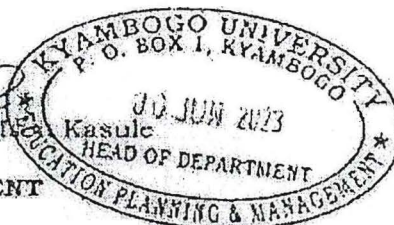
"Parental involvement in pupils engagement in learning in Upper primary classes in Nazigo Sub-county, Kayunga district."

Any assistance accorded to her is highly appreciated. She is strictly under instructions to use the data and any other information gathered for research purposes only.

Thank you.


Assoc. Prof. George W. Kasule

HEAD OF DEPARTMENT



PARENTAL INVOLVEMENT IN PUPILS' ENGAGEMENT IN LEARNING AMONG UPPER PRIMARY CLASSES AT NAZIGO SUB-COUNTY, KAYUNGA DISTRICT

by Sarah Naigaga

Submission date: 09-Oct-2024 09:52AM (UTC+0100)

Submission ID: 2479970106

File name: CORRECTED_COPY.docx (160.38K)

Word count: 28057

Character count: 152655